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ABSTRACT

This second volume, composed of four appendixes, includes materials developed to aid in accomplishing the goals of a 3-year project in Kentucky designed to provide for a systematic delivery of career development experiences in the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region. The four appendixes are as follows: (1) Elementary School Self-Development Material (sample pages of learning activities); (2) Advisory Committee Materials; (3) Community Resource Guide (sample pages), which includes more than 300 entries of resources which can be used by teachers and contains aids for organizing guest resource people, field trips, and interviews); and (4) Principal's Handbook for Implementing Career Education, which is a planning package developed for systemwide implementation, continuation, and expansion of career education. (TA)

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ED 134836

FINAL REPORT

PROJECT NUMBER: F4-216-VM

GRANT NUMBER: OEG-0-73-5316

A COOPERATIVE CAREER EDUCATION PROJECT INVOLVING THE FAYETTE COUNTY SCHOOLS, EASTERN KENTUCKY UNIVERSITY, AND CENTRAL KENTUCKY VOCATIONAL REGION

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encourage to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

John D. Jenkins

Eastern Kentucky University
Richmond, Kentucky 40475

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November, 1976

VOLUME II

CE 010 106

APPENDIX A

ELEMENTARY SCHOOL SELF-DEVELOPMENT MATERIALS

(Sample Pages)

ALL ABOUT ME

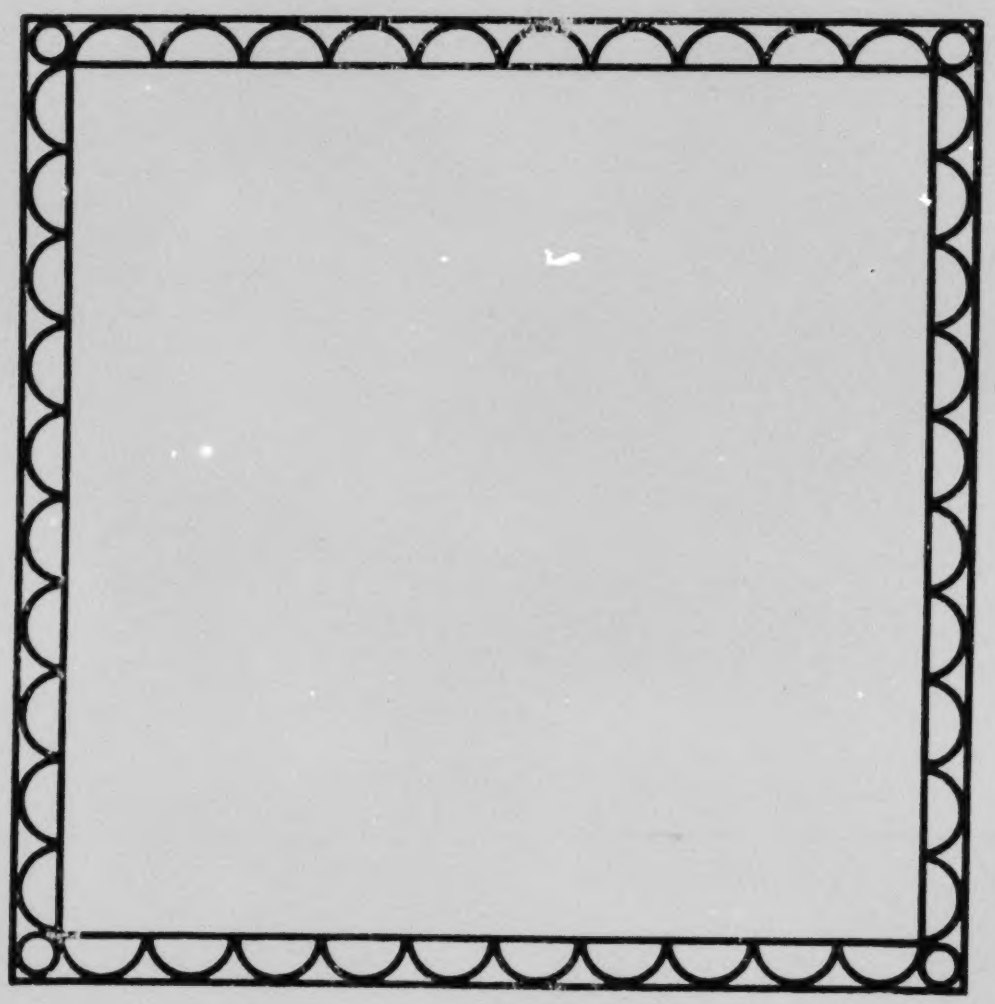
MY NAME IS

_____

_____

_____

THIS IS A PICTURE OF ME,



I WILL COLOR THE JOBS THAT I ENJOY DOING.

Teeth

I HAVE _____ TEETH.

WHEN I LOSE A TOOTH I

_____

_____

_____

I WILL COLOR ALL OF THE TEETH THAT I HAVE LOST ON THE PICTURE.

I'M SOMEBODY Special

WHEN I GROW UP

1. THE FUTURE LOOKS_____

2. WHEN I GROW UP I WANT TO BE A_____

_____

3. I _____NEED TO GO TO COLLEGE TO DO THIS JOB.

HERE'S A PICTURE OF ME AT MY JOB ALL GROWN UP.

WHAT I WONDER ABOUT

WRITE A LIST OF QUESTIONS ABOUT THINGS YOU WOULD LIKE TO KNOW MORE ABOUT.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

FEELINGS

1. TODAY I FEEL_____

2. I GET ANGRY WHEN_____

_____

3. THE ANGRIEST I HAVE EVER BEEN WAS_____

_____

4. I FEEL BADLY WHEN_____

5. I'M HAPPY WHEN_____

_____

6. I OFTEN WORRY ABOUT_____

_____

7. THE PERSON THAT PLEASES ME MOST IS_____

_____

8. I GET UPSET WHEN I HAVE TO GO

_____

_____

I AM GOING TO INTERVIEW SOMEONE. HOW EXCITING! MAYBE I WILL BE A REPORTER WHEN I GROW UP!

MY INTERVIEW

PERSON BEING INTERVIEWED _____

OCCUPATION _____

INTERVIEWED BY _____

DATE _____

1. HOW DO YOU GET TO WORK? _____

2. WHAT DO YOU SPEND MOST OF YOUR TIME DOING? _____

_____

3. DO YOU NEED TOOLS FOR YOUR JOB? _____. IF YOU DO, WHAT KINDS? _____

4. WHAT KIND OF TRAINING DO YOU NEED FOR YOUR JOB? _____

_____

5. WHERE DID YOU GET YOUR TRAINING AND HOW LONG DID IT TAKE?

_____

_____

6. DO YOU WEAR A UNIFORM, IDENTIFICATION BADGE, OR PROTECTIVE DEVICES IN YOUR WORK? _____ WHAT KIND AND WHY?

_____

7. DO MEN AND WOMEN BOTH DO THIS KIND OF WORK? _____

8. WHAT DO YOU LIKE ABOUT YOUR WORK? _____

_____

_____

MY INTERVIEW WITH _____

9. WHAT WOULD YOU LIKE TO CHANGE ABOUT YOUR WORK?

_____

_____

10. WHAT HOURS DO YOU WORK? _____

11. WHAT DO YOU LIKE TO DO WHEN YOU ARE THROUGH WORKING? _____

_____

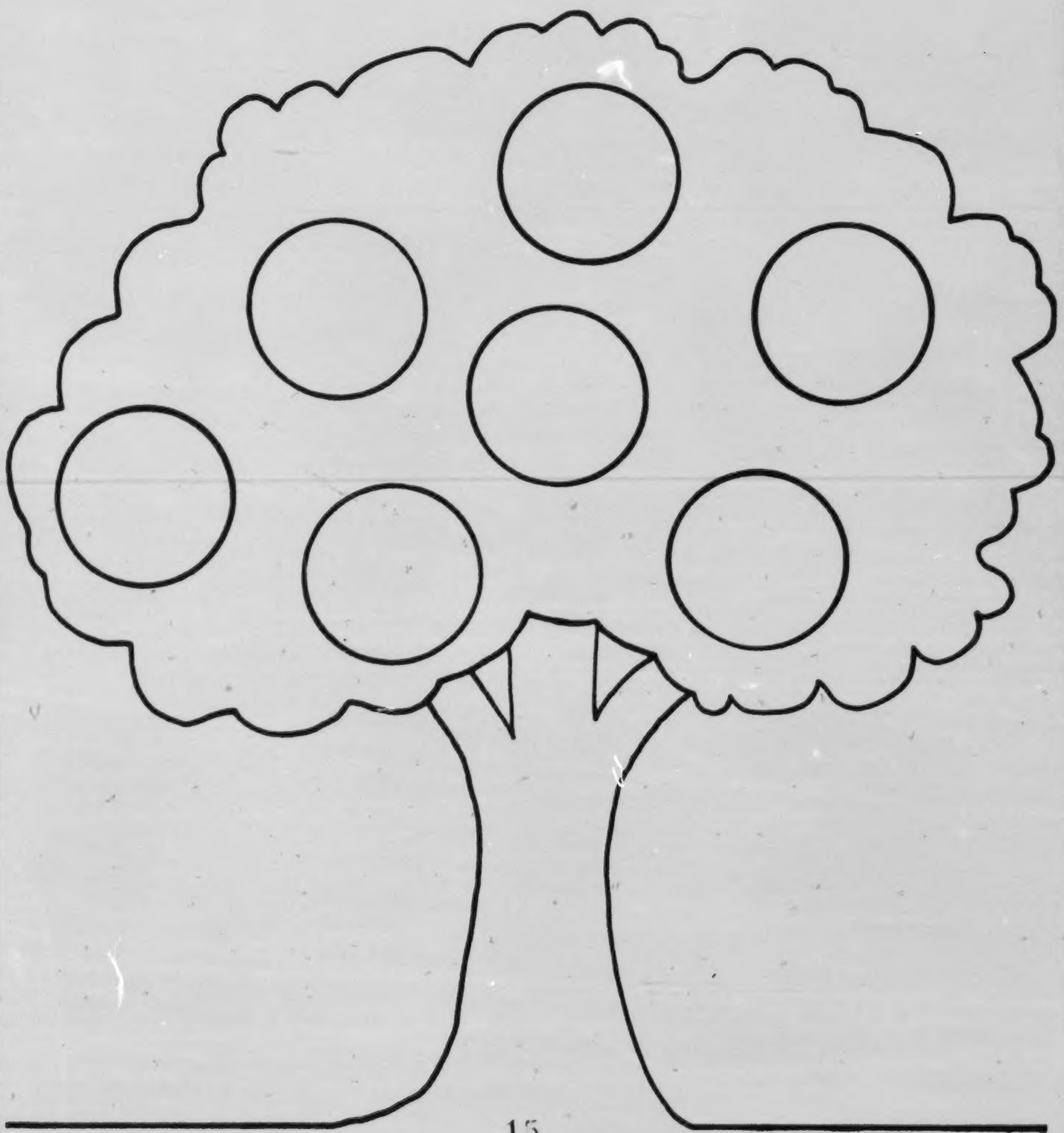
_____

12. WOULD YOU MIND TELLING YOUR APPROXIMATE SALARY? _____

_____

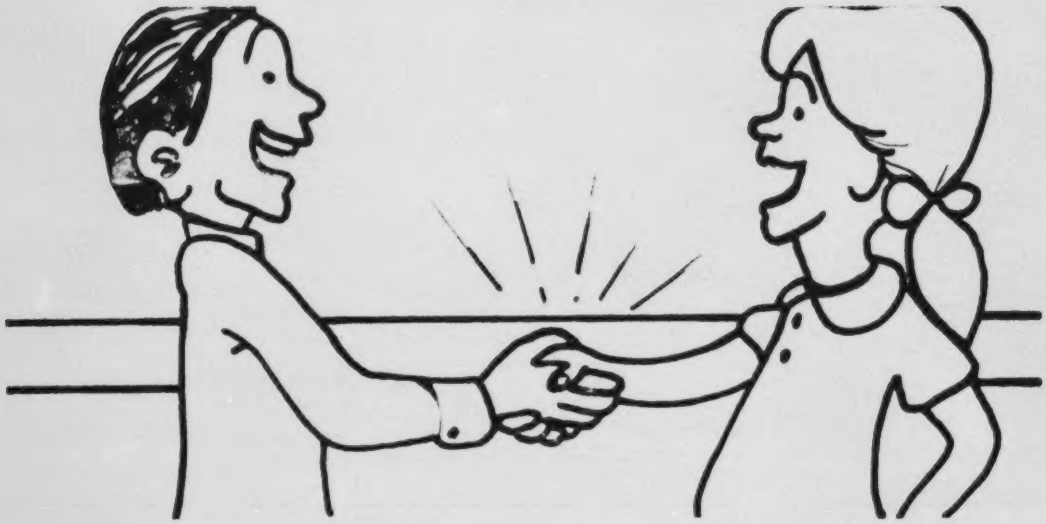
I
LOOK
AT
MYSELF
3rd

FEELINGS



15

ON EACH APPLE WRITE A WORD THAT DESCRIBES HOW PEOPLE FEEL.



LET ME INTRODUCE MYSELF. MY FULL NAME IS _____

_____.

MY FRIENDS CALL ME _____.

I AM IN _____LEVEL OR GRADE.

I AM _____INCHES TALL.

I WEIGH _____POUNDS.

I AM _____YEARS OLD.

I HAVE _____BROTHERS AND _____SISTERS.

THEIR NAMES ARE _____

_____.

MY FATHER'S NAME IS _____.

HE WORKS AT _____.

MY MOTHER'S NAME IS _____.

SHE WORKS AT _____.

MY ADDRESS IS _____

_____.

MY PHONE NUMBER IS _____.

Traveling

1. If I could travel anywhere, this is where I would go _____.

2. I would travel by _____ _____.

3. When I got there, this is what I would see _____ _____.

4. This is a picture of me there:

discovering ME

DEPENDENCE IS . . .

EVERYONE DEPENDS ON OTHERS. SOMETHINGS DEPEND ON THINGS WE CAN'T CONTROL. FOR INSTANCE, GOING SWIMMING DEPENDS ON THE WEATHER.

1. WHAT WOULD YOU DO IF SOMEONE YOU DEPENDED ON SUDDENLY DISAPPEARED?

_____

_____

2. IS THERE ANYONE DEPENDING ON YOU?_____ WHO?_____
3. HAVE I EVER FORGOTTEN TO DO A JOB WHEN SOMEONE DEPENDED ON ME?

_____WHAT WAS THE JOB?_____I FELT_____

_____

_____

4. IF MY MOTHER FORGOT TO PICK ME UP AFTER SCHOOL I WOULD FEEL_____

_____

5. IF THE BALL GAME WAS CALLED OFF BECAUSE THE PLAYERS DIDN'T SHOW UP I WOULD FEEL_____
6. MY PET WOULD FEEL_____IF I FORGOT TO FEED HIM.
7. MY DAD FEELS_____IF I DON'T DO A JOB HE EXPECTS ME TO DO.
8. MY MOTHER DEPENDS ON?_____
9. SHE DEPENDS ON PEOPLE OUTSIDE OF HER FAMILY?_____WHO?_____

_____

_____.

My Future

Future is tomorrow.

In 10 years I will be _____years old.

I will probably:

STILL BE IN SCHOOL	▱
NOT BE IN SCHOOL	▱
DRIVE A CAR	▱
OWN A CAR	▱
HAVE A JOB	▱
STILL LIVE AT HOME	▱
NOT LIVE AT HOME	▱
MAKE MY OWN PLANS	▱
HAVE MY OWN MONEY	▱
VOTE IN ELECTIONS	▱
TRAVEL IN OTHER COUNTRIES	▱
BE A GROWN UP	▱

If I could be any age, I would be _____. Why?_____

_____

I think being old is _____years.

I think being really old is _____ years.

ME AND JOBS

MY MOM WORKS AT _____

_____

MY DAD WORKS AT _____

_____

I THINK I'D LIKE TO _____

_____

I THINK I MIGHT LIKE TO DO THIS BECAUSE:

_____ I LIKE NUMBERS

_____ I LIKE WORKING WITH MACHINES

_____ I'D LIKE TO SELL THINGS

_____ IT MAKES ME FEEL GOOD

_____ I LIKE EXCITEMENT

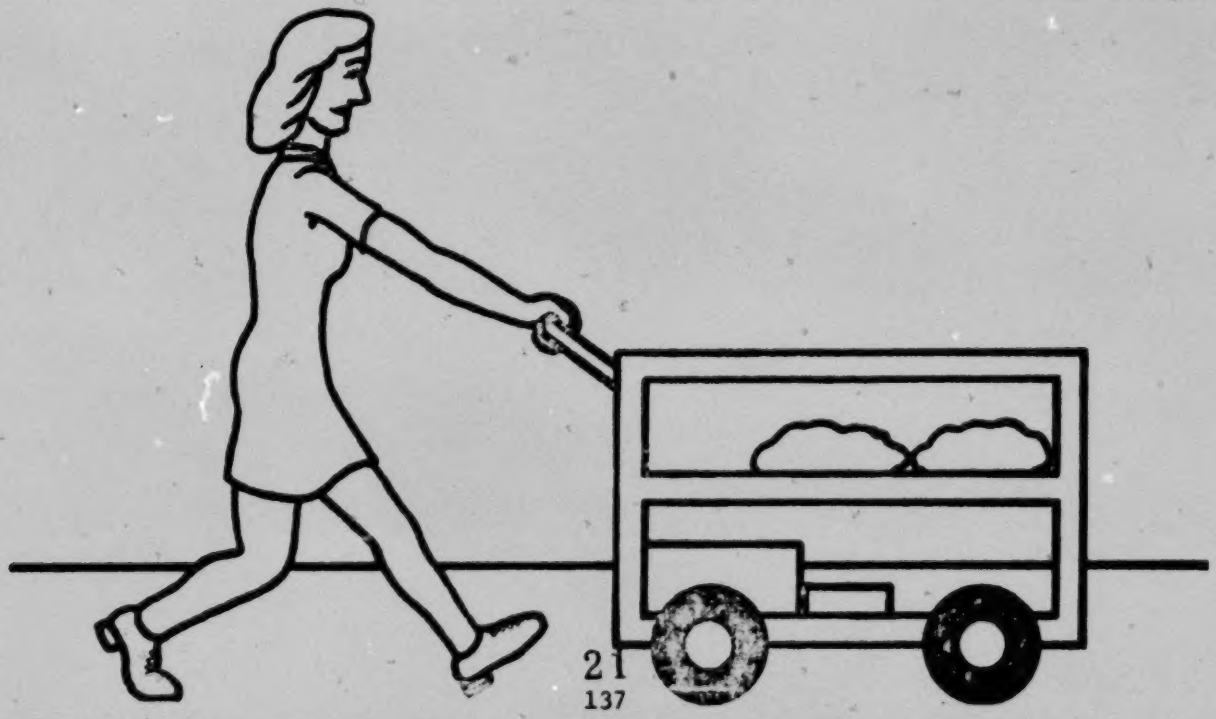
_____ I LIKE TO PLAN THINGS

_____ I LIKE WORKING WITH PEOPLE

_____ I LIKE TO DRESS UP

_____ I LIKE TO MAKE MONEY

_____ PEOPLE WILL LIKE ME IF I DO THAT



THE REAL ME

School is Fun!

Write about your favorite day in school or describe your old school.

I like most things about school - but there are some things that I dislike.

Like	Dislike

If I were the teacher, I would do this for the day:

My favorite adult person in this school is:

☐ principal ☐ janitor ☐ librarian ☐ other

☐ teachers ☐ counselor ☐ secretary

☐ cafeteria worker

I WILL TRY TO DESCRIBE MYSELF AS OTHERS SEE ME. I WILL LOOK IN THE MIRROR AND SAY EACH OF THE WORDS BELOW. IF THE WORD DESCRIBES ME I WILL PUT AN /X/ IN THE BOX.

☐	LAZY	☐	TRUSTWORTHY
☐	SHY	☐	HELPFUL
☐	FUNNY	☐	JEALOUS
☐	SNEAKY	☐	HONEST
☐	UNSELFISH	☐	SELFISH
☐	FRIENDLY	☐	POLITE
☐	CONFIDENT	☐	KIND
☐	HARD-WORKING	☐	DISHONEST

THE WORD THAT WOULD DESCRIBE ME MOST IS_____

THIS IS WHY I PICKED THIS WORD:

HOW DO I MEASURE UP IN MY RESPONSIBILITIES? (WRITE YES, NO, SOMETIMES).

AT HOME	AT SCHOOL
_____ HANG UP CLOTHES	_____ DO I LISTEN TO DIRECTIONS
_____ DO MY CHORES	_____ DO I TAKE CARE OF MY THINGS
_____ GET TO MEALS ON TIME	_____ DO I TAKE CARE OF OTHER'S THINGS
_____ MIND MY PARENTS	_____ HELP KEEP THE ROOM IN ORDER
_____ SHOW POLITENESS	_____ DO I BEHAVE WHEN THE TEACHER LEAVES THE ROOM
_____ TREAT OTHERS FAIRLY	

"OOPS! I DID IT AGAIN!

"MY _____ ALWAYS GET ME INTO TROUBLE." CHECK BELOW THE PART OF YOUR BODY OR PERSONALITY THAT CAUSES YOU TROUBLE.

☐ TEMPER	☐ SHYNESS	☐ NERVOUSNESS
☐ BIG MOUTH	☐ SELFISHNESS	☐ SILLINESS
☐ CLUMSY FEET	☐ ARGUING	☐ FORGETFULNESS
☐ BIG HEAD	☐ NOTHING, I'M PERFECT!	

WHY? 1.

2.

3.

NEXT TIME I'LL DO BETTER BECAUSE I'LL (THIS IS WHY)

HERE ARE SOME WAYS TO SPEND TIME. I WILL NUMBER THEM BY THE WAY I WOULD LIKE TO SPEND MY TIME. THE WAY I LIKE BEST TO SPEND MY TIME IS NUMBER 1, THE NEXT BEST WAY IS 2 AND SO FORTH.

☐ WATCHING TV	☐ GO TO SCHOOL
☐ SWIMMING	☐ GO FISHING
☐ RIDING A BICYCLE	☐ GO TO THE ZOO
☐ GOING TO SEE A MOVIE	☐ TALK TO YOUR FRIEND
☐ PLAYING CARDS	☐ READ A BOOK
☐ BUILDING MODEL CARS	☐ EATING
☐ GO CAMPING	☐ GOING ON VACATION
☐ SLEEPING	☐ WASH THE CAR

THIS IS WHY I LIKE TO DO NUMBER 1.

IF I COULD BE ANYONE IN THE WORLD, I WOULD CHOOSE TO BE _____

_____ BECAUSE_____

_____

I WILL SKETCH MY NEW SELF BELOW.

HERE ARE SOME IMPORTANT FACTS THAT YOU SHOULD KNOW ABOUT THE NEW ME:

MY ABILITIES: (THINGS I DO BEST)

MY INTERESTS: (THINGS I'D LIKE TO KNOW MORE ABOUT)

I NEED:

☐ ATTENTION ☐ UNDERSTANDING ☐ LOVE ☐ PRAISE

☐ OTHER ☐ ALL OF THE ABOVE TO MAKE ME HAPPY

☐ NONE OF THE ABOVE TO MAKE ME HAPPY

MY RESPONSIBILITIES ARE: (MY JOBS AT HOME)

The Future

In the year 2,000 I will be _____years old. I will be working as a _____. I will be making $_____ each year. I will need the following training for my job:

This is what I will look like then

APPENDIX B

ADVISORY COMMITTEE MATERIALS

CAREER EDUCATION ADVISORY COMMITTEE

If career education is successful in Fayette County it will require support of the community as well as acceptance by students and school personnel. A mutual understanding of career education must be established among all groups concerned with the education of people. The main reasons for the establishment of an advisory committee for career education are to provide for the mutual exchange of ideas and to ensure that career education is a meaningful part of the total education of students in Fayette County.

Function of the Committee

Below is a suggested list of committee functions. Once the committee is identified and active, it should have the opportunity to modify the functions.

A. Help review and make refinement suggestions regarding career education in Fayette County.

1. Rationale for career education
2. Goals for development of comprehensive career education
3. Method for implementing program
4. Program development

    a. Appropriateness
    b. Accuracy
    c. Quality

B. Aid and advise on curriculum development

1. Professional development

    a. Teachers
    b. Administrators
    c. Guidance
    d. Supervision

2. Community resource development and utilization
3. Need assessment
4. Cooperative relationships

C. Review program implementation

1. Helps to evaluate

    a. Completeness
    b. Adequacy
    c. Relation to other school programs

2. Assists in planning

D. Serves as laison between the schools and community

1. Expresses community feelings
2. Aids in interpreting school programs to the community

E. Provides leadership in establishing sub-committees

1. Helps to identify sub-committees
2. Cooperates in identifying membership for sub-committees
3. Suggests activities for sub-committees

F. Reports recommendations to appropriate groups

1. Board of Education
2. Administration
3. Faculty and professional staff
4. Community

Committee Membership

It is critical that the committee be composed of members that provide a comprehensive representation of the community. The members should be able and willing to express the feelings of the community they represent. Without candid and accurate representation, the knowledge gained from the community would be of little value. The committee should also be represented by school personnel who are able to make decisions, communicate the concerns of other school personnel, and communicate actions to the broader school community.

Following is a suggested list of criteria from which membership for the committee might be identified. Certain individuals might meet several catagories.

I. Non-School

A. Chamber of Commerce
B. Business and industrial management (large and small)
C. Laborers (workers and labor organizations)
D. Professions (medicine, law, etc.)
E. Skilled technicians
F. PTA
G. Service organizations
H. Humanities (performing arts, writer, etc.)
I. News media
J. Employment officer
K. Elected government (city and/or state)
L. Public servant (police, fire department, etc.)
M. Others

II. School

A. Department of Instructional Services
B. Area Superintendent
C. School Board member
D. State Department of Education member
E. Central Kentucky Vocational Region administrator
F. Eastern Kentucky University faculty member
G. Principals (possibly one from each level)
H. Teacher(s)
I. Student(s)
J. Business Office
K. Adult Education

In addition to the catagories listed below, it would be of help if such characteristics as sex, race, educational level, location within the community, and religion could be considered when identifying membership. For example, if all the committee members were college graduates, the reaction of the group might have certain biases.

Involvement

Willingness to become involved should be one of the most important criteria for selecting members for the committee. Involvement would include such activities as (1) attending committee meetings, (2) reviewing and reacting to reports and proposals, and (3) visiting schools.

Specific meeting schedules will not be established at this time. That can be done by the committee, but the committee should be assembled at least once every three months. It may be necessary for the committee to meet more frequently during the early phases of the committee. After the committee begins to become acquainted with the topics, and sub-committees established, it might be desirable to meet less often. Regardless of the frequency of the meetings, the duration of the meetings should remain short, but provide adequate time for members to express their thoughts.

The committee should, in order to be of the most benefit to the system, formalize their position with respect to the issues being considered. This could be done in any number of formats including minutes of meetings, resolutions, or position papers.

Closely related to the involvement is the utilization of recommendations generated from the committee. Realizing that the committee would have no official status in the decision-making of school policy or operation, it might be counter-productive to ask for their input without having some way to consider their recommendations when decisions are made. The degree to which the committee feels it is being heard might determine the intensity of subsequent involvement.

Structure

The committee should have elected officers to insure leadership in convening and conducting meetings. The officers should include a chairman, vice-chairman, and reporter. There should be the option of changing officers on a yearly basis.

Chairman - The chairman should be a regular school member of the committee. He will call and conduct all meetings, aid in the establishment of agendas, see that members are provided with background information, supervise committee reporting, and provide for necessary follow-up. It is expected that many of the activities mentioned above will be delegated to other committee members and school staff.

Vice-Chairman - Will assume the above duties in the absence of the chairman. The vice-chairman should be a representative in the community.

Reporter - Is responsible for making the formal record of all meetings, including duplication, distributing, and preserving the records. In addition, the reporter will assist the chairman by completing committee correspondence, including meeting notification, preparation of agendas, distributing background information, and making the physical arrangements for meetings. The reporter should be a school representative and will be the main laison between the committee and the school system. He is responsible for securing the resources (both human and material) to support the committee.

Relation of School Staff to the Committee

The main reason for forming such a committee is to provide a mechanism from which to gain information that will aid in improving education in the schools of Fayette County. To accomplish this, the committee and those school staff who are responsible for school programs must communicate. The committee needs to have input from school personnel as much as the school staff needs to understand the concerns of the community. Because of this, school personnel, including those not participating on a regular basis with the committee, would be called on to function as resource people to the committee and as sub-committee members.

Sub-Committees

As the main advisory committee becomes more familiar with the various aspects of career education, they may help establish sub-committees to study programs in more detail. Examples of committees that might be formed are communication, public service, business and office, vocational education, elementary education, and placement. Each sub-committee should be represented on the main committee.

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
CAREER EDUCATION PROJECT
400 Lafayette Parkway
Lexington, Kentucky 40503

March 10, 1975

MEMORANDUM (For action)

TO: Dr. G. S. Potts, Superintendent

FROM: Tom Dunn, Ed Murphy, Ann Brewer, Mark Brown, John Jenkins, Ken Kron, Dale Kiser, Duane Norris

RE: Appointment of Career Education Advisory Committee

Attached is a list of our recommendations of persons to be named to the Career Education Advisory Committee. The selections were based primarily on the names suggested at the meeting with you, the Assistant Superintendents, and other staff members.

The attached list of names which are listed in priority order, were chosen because of their leadership qualities, influential community standing, or special interests about career education and school concerns. Of course, only the first person in each category will be contacted initially.

We respectfully request that you appoint one of the Area Assistant Superintendents to serve on the Advisory Committee.

Those on the list have not been contacted. It was agreed that the appointment of members to the Career Education Advisory Committee should be made by you. Therefore, a draft letter is attached to facilitate this matter.

Our staff is ready to prepare the letters of invitation for your signature at your direction.

Attachment: 1. Draft of suggested letter to invite persons to serve on the committee.
2. List of names of persons recommended to serve on the committee

DRAFT

Fayette County Public Schools
400 LAFAYETTE PARKWAY
Lexington, Kentucky 40503
TELEPHONE (606) 278-5076

Dear_____:

The Fayette County Public Schools, with the assistance of a grant from the United States Office of Education, is attempting to make Career Education a part of the total educational program in this school system. To accomplish this important goal in our school system will require the advice and assistance of persons in the community. Therefore, I would like to invite you to serve as a member of the Fayette County Schools Career Education Advisory Committee.

It is hoped the committee will provide leadership and useful ideas to insure that Career Education becomes a meaningful part of the total education of students in Fayette County. It is expected that this committee will provide valuable ideas and information to the system as well as encourage and promote a positive understanding of Career Education throughout the community.

Please let me know if you are available and willing to serve on this Advisory Committee. Hopefully, persons accepting appointment to this committee will be willing to serve until at least June 30, 1976. After completing the meetings needed for organization and orientation purposes, it is envisioned that the committee will meet approximately three or four times per year.

My staff will be sending you more information about this committee in the near future. In the meantime, if you need any other information in making your decision to serve, please do not hesitate to call.

We are looking forward to working with you.

Sincerely,

G. S. Potts, Superintendent

CAREER EDUCATION ADVISORY COMMITTEE

I. Community Members

A. Chamber of Commerce

1. David M. Cain (Procter and Gamble)
   540 Clinton Road
   269-1882

2. Ray Gillespie (Chamber of Commerce)
   239 North Broadway
   254-4447

3. John Gallaher (Chamber of Commerce)
   239 North Broadway
   254-4447

B. Business and Management

1. Hubert Sallee (Square D)
   1601 Mercer Road
   254-6412

2. Robert Jewell (Mason and Hanger - Silas Mason Company, Inc.)
   Citizens Bank Square (252-4421)
   1500 West Main (254-9583)

3. Tom Sullivan (IBM)
   740 New Circle Road
   233-2000

C. Laborers

1. Jack Parkey
   IBEW Local Number 183
   1493 Leestown Road.
   252-5255

2. Bill Blair
   Plumber and Pipe fitters Local 452
   239 Southland Drive
   277-8531

3. Orvis Roy
   Carpenter Local 1650
   402 S. Broadway
   252-5254

4. Leroy Madison (Sears)
   Fayette Mall
   3555 Nicholasville Road

D. Professions

1. Dr. Joan Rider (Pediatrics)
   1750 Alexandria Drive
   277-3490

2. Sidney White (Attorney-Farmer) 152
   156 Market Street
   233-1527

3. William M. Moore (Engineer)
   Howard F. Bell Consulting Engineers, Inc.
   553 South Limestone
   252-7771

4. Dr. Thomas Yocum (Orthopedic Surgeon)
   2537 Larkin Road
   277-5703

E. Skilled Technicians

1. Betty Williams (Beautician)
   Wigginton Beauty Salon
   425 Oak
   254-3751

2. Charles E. Miller (Construction-Self Employed)
   1717 North Limestone
   299-2838

3. Kenneth Eaves (Millwright Square-D)
   912 Russell Cave Road
   255-3054

F. P.T.A.

1. Harold Steele (Byran Station Senior - P.T.A.)
   1640 North Limestone
   299-8952

2. Sidney White (Attorney-Farmer-Briar Hill, P.T.A.)
   156 Market Street
   233-1527

3. Mrs. John (Fran) Anggelis (District P.T.A. Officer)
   361 Albany Road
   277-1951

4. Mrs. James Stambaugh (Lafayette P.T.A.)
   Old Frankfort Road
   255-6279

5. Mrs. M. L. Rowland, Jr. (Crawford P.T.A.)
   Hume Road (Route 9)
   299-7753

G. Humanities

1. Kay Sloan (Free Lance Writer)
   Lexington Herald-Leader
   239 West Short Street
   254-6666

H. News Media

1. John Alexander
   Lexington Leader
   239 West Short Street
   254-6666

I. Employment Office
   1. Robert Mellage
      Bluegrass Employer Consortium

J. Elected Government
   1. Don Stephens (State Representative)
      1909 Blairmore Drive
      269-2892

   2. O. M. Travis (Councilman)
      510 East Third Street
      253-0632

K. Public Servant
   1. Ben Zaranka (Fire Department)
      219 East Third Street
      254-1120

   2. Kerry Davis) Metro Police Department
      : 1409 Frobes Road
   3. Richard Withrow) 253-2421

L. Minority Groups (Other)
   1. Bill Smith (Director - 2nd Street YMCA)
      535 West 2nd Street

   2. Porter Peoples
      401 Morrison Avenue
      255-3618

II. School Members

A. Department of Instruction - Mr. Tom Dunn
B. Area Assistant Superintendents
C. Board Member - Mrs. Burdette
D. State Department - Art Cotrell
E. C.K.V.S. - Mr. Claude Howard
F. Higher Education - Dr. Dixon Barr (E.K.U.)
G. Principals
   1. Card Sword

   2. Robert Hume

   3. Dwight Price

H. Teachers and Counselors
   1. Navanna Fairchild - Elementary

   2. Thurmus Reynolds - Junior High School

   3. Julie Dodd - Senior High School

   4. Bill Martin - Counselor Representative

APPENDIX C

COMMUNITY RESOURCE GUIDE

(Sample Pages)

COMMUNITY RESOURCE GUIDE
FOR THE
FAYETTE COUNTY PUBLIC SCHOOLS

G. S. Potts, Superintendent

Prepared Jointly by
Junior League of Lexington
Rotary Club of Lexington, Kentucky
Greater Lexington Area Chamber of Commerce
Fayette County Public Schools

A Publication of the
Fayette County Public Schools
Department of Instructional Services
701 East Main Street
Lexington, Kentucky 40502

October, 1975

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INTRODUCTION

This resource booklet was prepared to help teachers take advantage of opportunities in the community which are of educational value. We believe that both the schools and the public will be better served as students become aware of and explore occupational and educational possibilities in their community.

The following questions and answers are provided to help teachers understand the possibilities of career education and the advantages of using resources in the community:

What is Career Education?

Career education is a major theme of education which emphasizes the world of work as an important life concern. Both school and community resources are used to provide a series of experiences, from kindergarten through life, which will help students: (1) plan occupational and life related goals, (2) make effective life decisions, and (3) gain knowledge and skills for successful entry and progress in areas of occupational interest. Through career education experiences, students are encouraged to plan for the future rather than letting it occur by chance or by trial-and-error.

How is career education different from regular education?

Career education is not a separate part of the educational program. It requires a shift in emphasis to better accomplish a long-time goal of American

education: preparation for successful entry and performance in the world of work. An effective career education program helps students understand how work is related to other life concerns such as: (1) leisure-time interests, (2) family relationships, (3) aesthetic needs, and (4) civic participation.

Is career education the same as vocational education?

No. Vocational education is an extremely important part of career education because it is one excellent way for students to prepare for the world of work. However, career education is not limited to those students who are pursuing occupational goals which require vocational education.

Is guidance and counseling part of career education?

Yes. Guidance and counseling is essential to an effective career education program. Guidance and counseling is the process that helps students make career decisions, plan career goals, find ways to achieve career goals, and make adjustments between school, the world of work, and life.

Which school subjects are influenced by career education?

All subject areas in the school are included in a comprehensive career education program.

Which students are involved in career education?

Career education is for all students regardless of their socio-economic status, ethnic background, or ability level. To be most effective, career development begins in early childhood and progresses through-

out life. In the Fayette County Schools, appropriate experiences are planned to be included at all grade levels (1 through 12).

How will career education influence basic skill development - reading, writing, computing, etc.?

Basic skill development should become more meaningful to students because the learning experiences will be related to the world of work and other real life experiences. Several school systems have found that basic skills achievement improved after career development activities were introduced in the schools.

Will career education result in more involvement with the community?

Yes. Any successful career development program must rely on extensive community involvement. Without the assistance of the community it would be more difficult for students to become aware of career opportunities. Students can make more adequate career decisions if they explore examples in the community.

INFORMATION ABOUT THE GUIDE

Information in this guide was provided by organizations from the community. Each organization responded to a questionnaire and their responses are summarized on the following pages. It should be recognized that there are many other organizations who may also wish to help with the education of students. You are encouraged to seek additional resources to supplement those included in this guide.

USE ONLY FOR SCHOOL PURPOSES: When organizations answered the original questionnaire, they were told that the information would be used only by the schools in Fayette County. Please help fulfill this committment by limiting the use of the information to educational activities which take place in the Fayette County Schools.

BE SELECTIVE: There are 44 schools in Fayette County. If each school requested the services of one organization, that organization could become too burdened. This situation can be reduced somewhat by:

1. Using organizations that are in your general area as much as possible.

2. Examining all of the organizations that can serve your needs and selecting the best one.

3. Not selecting the first organization in the index.

Every attempt possible has been made to provide you with current information in this guide. However, due to the time lag between the data collection and the printing of the guide, there are certainly cases where the information is no longer accurate. It would be helpful if you would inform us of changes by sending a note to the Department of Instructional Services, 701 East Main Street, Lexington, Kentucky, 40502.

HOW TO USE THE GUIDE

The guide was prepared to present a large amount of information in a small amount of space. To accomplish this, it was necessary to use abbreviations and codes for the information secured from the questionnaires. Also, three different indexes have been included to aid in the use of the guide. The following is an explanation of the various parts of the guide.

Individual Entries

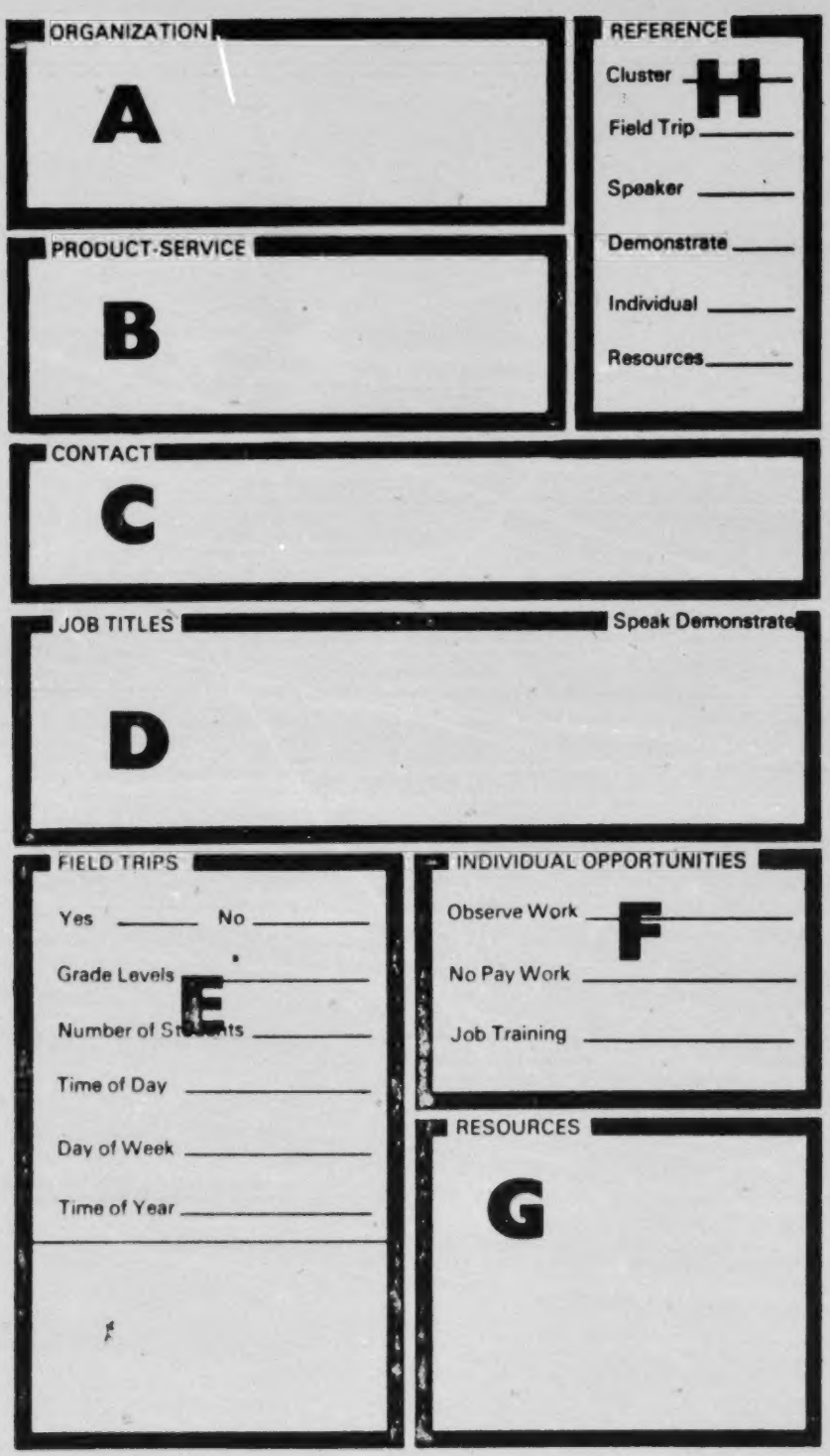
All of the pages have been divided into several parts. Each part contains similar information for all entries. Below is a description of the information included in each part (see illustration).

A Organization: Name and address of the company is given.

B Product-Service: Description of the product sold, items manufactured, or services provided by the company.

C Contact: The name and telephone number of the person to contact for the purpose of making arrangements with the organization.

D Job Titles: A list of the job titles of people who work for the organization. When an "X" appears next to the job title, the person can come to the classroom to "speak" to the group or perform "demonstrations" about their work.


ORGANIZATION
A
REFERENCE
Cluster
H
Field Trip
Speaker
Demonstrate
Individual
Resources
PRODUCT-SERVICE
B
CONTACT
C
JOB TITLES
Speak Demonstrate
D
FIELD TRIPS
Yes
No
Grade Levels
E
Number of Students
Time of Day
Day of Week
Time of Year
INDIVIDUAL OPPORTUNITIES
Observe Work
F
No Pay Work
Job Training
RESOURCES
G

E Field Trips: Spaces are provided to indicate whether field trips are permitted, what grade levels will be accepted, maximum number of students to be included in a group, and the most desirable time of day, day of the week, or time of the year.

F Individual Opportunities: Includes information about opportunities for students to explore careers at a deeper level than is possible by field trips or with guest speakers. Specifically, "Observe Work" means the organization will (or will not) permit students to observe the work setting on an individual basis. The space called "No Pay Work" indicates that the organization will permit students to engage in limited hands-on-activity without pay. The "Job Training" entry deals with the question regarding regular employment of students (usually part-time work).

G Resources: Additional information, not included in the other spaces, is given in this space.

H Reference: The first item refers to "Occupational Cluster(s)" represented at the organization. In addition, the other items in the space provide a quick reference about the other spaces on the pages. For example, by looking at the "Reference" space, a teacher should be able to get an idea about what kinds of experiences are available at the organization.

Indexes

The three indexes included in the guide are the (a) List of Organizations (at the front of

the guide), (b) Topic Index and (c) Cluster Index (both located at the end of the guide). These have been provided to help teachers use the guide with different kinds of initial information.

List of Organizations: Alphabetical listing of the organizations included in the guide. This would be most valuable to those who know the name of the organization and want more information about the services available.

Topic Index: Includes an alphabetical listing of key words, such as products, job titles, services,and activities that are related to the organizational entries.

Cluster Index: The 15 job clusters are given, followed by the page numbers where occupations relating to the cluster can be found. The index was prepared to help those teachers who are attempting to expose students to broad cluster areas.

Clusters

Occupational Clusters are used to group similar jobs into groups with similar characteristics. The most widely used clustering plan was developed by the U. S. Office of Education. The 35,000 occupations listed in the Dictionary of Occupational Titles, are summarized into 15 clusters. They are listed below.

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media Occupations
4. Construction Occupations

x

5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources
8. Marine Science
9. Environmental Control
10. Public Services
11. Health
12. Hospitality and Recreation
13. Personal Services
14. Fine Arts and Humanities
15. Consumer and Homemaking Related

The numbers which are adjacent to the occupational clusters above serve as the code found in the "Reference" space on the pages of the guide. A more comprehensive analysis of the 15 clusters can be found in An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education. Grayson County College, Sherman/Denison, Texas, $10.50.

Blank Entry Pages

Following the regular entries, some blank entry sheets have been included for you to add resources not included elsewhere in the guide.

DECIDING WHEN TO USE COMMUNITY RESOURCES

The community includes many resources which are not commonly found in schools. These resources include people, places, and things that are closely related to classroom topics. One of the most difficult problems is deciding when to, and when not to, utilize community resources. The information given below is provided to help you make decisions about community involvement.

Contribute to Learning Goals: Each community experience should be planned to contribute to the learning experiences of students in the classroom. That is, the experience should help students understand the content more clearly, recognize how it is used in life situations, or introduce students to related information not available in the school.

Motivate Students: Student passiveness is frequently related to their inability to associate "in-school" learning experiences with "real life" situations. People from the community, who use the knowledge in various life situations, can help students recognize its importance.

Provide New Information: Students can be exposed to information and experiences not available in the schools through the utilization of community resources. Such information is essential to students as they begin to make decisions about future life participation.

Career Information: Students can make more self-satisfying decisions if they are exposed to a wide variety of career opportunities. Broad exposure begins early in a student's life and the exposure should become more intense as students refine their career goals.

Pre-employment Experience: Valuable experience can be gained by encouraging students to participate in work experiences related to their career goals. The intensity might vary among students from intensive observation of work setting to actual paid employment. These experiences help students confirm or reject preliminary occupational decisions.

LIST OF ORGANIZATIONS

A. B. Dick Products of Lexington, Inc. 1
Academy of Beauty, Inc. 2
Ace Lock & Key Shop 3
Aero Metrics International, Inc. 4
Allegheny Airlines Inc. 5
Alton Box Board Company 6
American Cancer Society 7
American Red Cross, Lexington Chapter 8
The Apple Tree 9
Archives of the University of Kentucky 10
Armour Food Company 11
Smith R. Armstrong, III DMD-PSC 12
"Ashland" - Henry Clay's Home 13
Arthur Murray School of Dancing 14
Auter, Smalley & Stengel, Inc. 15
Bache & Company, Inc. 16
Ball Homes, Inc. 17
Bank of Lexington 18
Barney Millers Inc. 19
Dr. Paschal Baute 20
Howard K. Bell, Consulting Engineers, Inc. 21
Better Business Bureau of Central Kentucky 22
Beverly Studio 23
Big Sisters of Lexington, Inc. 24
Charles A. Billips 25
H & R Block 26
The Blood Horse 27
Bluegrass Airport Board - Lexington-Fayette County . 28
Blue Grass Automobile Club 29
Blue Cross Blue Shield & Delta Dental 30
Blue Grass Boys' Ranch 31
Blue Grass Coca-Cola Bottling Co. 32
Blue Grass Stockyards Co. 33
Blue Grass Tours 34
Blue Grass Trust for Historic Preservation 35
Bohmer Flying Service 36
Boyd Insurance Agency 37

Jack Brady & Assoc. 38
Carpetland of Lexington, Inc. 39
Central Bank and Trust 40
Central Baptist Hospital 41
Central Christian Church 42
Central District Warehouse Corporation 43
Central Ky. Area Vocational School 44
Central Kentucky Blood Center 45
Central Kentucky Small Animal Hospital Assoc. . . 46
Central Kentucky Tours, Inc. 47
Charlie's Shoe Repair 48
The Cheese Shop 49
Chrisman, Miller & Wallace, Architects 50
Citizens Union National Bank & Trust 51
Clark & Shanklin Realty 52
Clay-Ingels Co., Inc. 53
Climate Control Corporation 54
Coleman/Graves, Architects 55
Collector's Gallery 56
Columbia Gas of Kentucky, Inc. 57
Community Action Lexington-Fayette County, Inc. . . 58
Congleton Lumber Co. 59
W. T. Congleton Co. 60
Congleton & Prunty, P.S.C. 61
Consolidated Developments, Inc. 62
Consolidated Freightways Corp. 63
Consolidated Management Services, Inc. 64
Continental Travel Agency, Inc. 65
John Cooke Volkswagen Inc. 66
Creative Displays 67
Cormans, Inc. 68
Howard Curry Shoes 69
Daniel Construction Co. of Ky. 70
Joe W. Daugherty, D.M.D. 71
Davidson Floor Covering 72
Dawahares Inc. 73
Delta Airlines 74
Democratic Headquarters (Fayette County) 75
Richard A. Hulette, CLU 76
Diners' Playhouse 77
D. L. Dupree & Co. 78
Eastern Air Lines, Inc. 79

84 Lumber Company 80
Elkhorn Nursery 81
Engineered Devices Co. 82
Excepticon - Lexington Campus 83
Equity Managment Corporation 84
Factory Electronic Service Corp. 85
Family Counseling Service 86
Farm Bureau Insurance of Fayette County 87
Farmer Lincoln-Mercury 88
Fayette Carpet Sales, Inc. 89
Fayette Glass Co., Inc. 90
Federal Aviation Administration 91
First Security National Bank & Trust Co. 92
The Fish Bowl 93
The Gallery 94
General Electric Company, Lexington Lamp Plant . . 95
General Electric Company, Kentucky Glass Plant . . 96
General Telephone Company of Kentucky 97
Grigalis & Associates 98
GTE Data Services Incorporated 99
Robert Goes PSC 100
Good Samaritan Hospital 101
Graybar Electric Co., Inc. 102
Greater Lexington Aquatic Club 103
Greshman Realty Inc. 104
Griffwood Homes, Inc. 105
John W. Grimes 106
The Guild Gallery 107
Hagyard, Davison, McGee & Assoc. PSC 108
Harbison, Kessinger, Lisle & Bush 109
Hays Bookbinding 110
Headley Museum 111
Henry Clay's Home 112
Hess Insurance Agency 113
Higgins K.R.I. 114
Hillenmeyer Nurseries 115
J.J.B. Hilliard - W.L. Lyons Co. 116
Hisle Carpets & Installation 117
Holiday Inn, West 118
Hospitality Motor Inn 119
Jim Host & Associates 120

House of Pictures & Framing 121
Housing Authority of Lexington 122
Howard Johnson's 123
Hubbard & Curry Druggists, Inc. 124
Hunt Morgan House 125
Hunter Plumbing Company 126
Hurst Printing Company, Inc. 127
Hymson's 128
IBM Office Products Division 129
International Clinical Labs of Kentucky, Inc. . . 130
Island Creek Coal Company 131
Jacqueline's School of Dance 132
Jerrico, Inc. 133
Johnson/Romanowitz, Architects, Inc. 134
Junior Achievement 135
K-Mart Discount Store 136
K-Service, Inc. 137
Kaufman Beauty School 138
Keller Florist 139
Kendall Realtors 140
Kennedy Book Store 141
Kentucky Accounts Service, Inc. 142
Kentucky-American Water Co. 143
Kentucky Bureau of Highways 144
Kentucky Business College 145
Kentucky Cemetery Restoration Association 146
Kentucky Central Life Insurance Co. 147
Kentucky, Commonwealth of
  Human Resources Department 148
  Kentucky Army National Guard 149
Kentucky Educational TV 150
Kentucky Consumer Finance Association 151
Kentucky High School Athletic Association 152
Kentucky Seed Improvement Assn. 153
Kentucky Sporting Goods 154
Kentucky State Horse Park 155
Kentucky Utilities Company 156
Kidney Foundation of Central Kentucky 157
Kroger Company 158
Lansdowne Company and Club 159
Learning Foundations International 160
Lexington Academy of Dance, Inc. 161
Lexington Barber College 162

Lexington Building Supply, Inc. 163
The Lexington Cemetery 164
Lexington Clean Towel Service 165
Lexington Custom Built Products 166
Lexington Cycle & Hobby 167
Lexington-Fayette Urban County Government 168
Division of Public Information 169
Parks & Recreation Department 170
Refuse Collection 171
Lexington Federal Savings and Loan Association . . 172
Lexington Gymnastic Club 173
Lexington Herald-Leader Co. 174
Lexington Office Equipment Co. 175
The Lexington School 176
Lexington Travel Center, Inc. 177
Lex-Tran - Kentucky Transit Management, Inc. . . . 178
Lions Blue Grass Fair 179
Living Arts & Science Center 180
Henry H. Loomis 181
Mr. Magic Car Wash 182
Maple Hill Kennels 183
Manpower Inc. of Central Kentucky 184
Marco Products Company 185
Martin Associates - Dale Carnegie Courses 186
Mason & Hanger - Silas Mason Co. Inc. 187
Mayfair Manor Nursing Home 188
McCann-Wood Gallery 189
McDonald's Carry-Out 190
Donald McGurk Inc. 191
McLean Trucking Co., Inc. 192
Meriweather-Kennedy-Hisel 193
Merrill, Lynch, Pierce, Fenner & Smith, Inc. . . . 194
Metropolitan Ambulance Service 195
Phil M. Miles, Consulting Geologist 196
Miller Electric Co. 197
Miller's Nursing Home 198
Milward Funeral Directors 199
Montgomery Motors Inc. 200
Montgomery Ward 201
Irving B. Moore Corporation 202

Multiple Sclerosis Society 203
Muscular Dystrophy Assoc. of America 204
National Coal Association 205
National Guard 206
National Health Enterprises, Inc. 207
National Life & Accident Ins., Co. 208
National Management Corporation 209
National Weather Service Office 210
Naval & Marine Corps Reserve Center 211
New Independent Tobacco Warehouse Co., Inc. . . . 212
North American Management 213
Northwest Mutual Life Insurance Company 214
Opportunity Workshop of Lexington, Inc. 215
Overnite Transportation Co. 216
The Owl & The Pussycat 217
Parrott, Ely & Hurt, Consulting Engineers, Inc. . . 218
Patchen Place 219
Patrick Petroleum Corporation 220
Bill Pearce & Associates, Inc. 221
Peg's Putter House 222
Penn Bros. Tobacco Warehouse 223
Perry Lumber Company 224
The Pet Gallery 225
Piedmont Airlines 226
Pioneer Coins 227
Pitney Bowes 228
Ponderosa Steak House 229
Portman Equipment Company 230
Prentice Hall 231
Proctor & Gamble 232
Rainbow Baking Co. 233
Regency Carpets 234
Wm. G. Robbins & Associates 235
Kob Ryen Riding Academy 236
Frank Sadler Homes, Inc. 237
Satterwhite Farm Service 238
E. I. Scrivner, Jr., P.S.C. 239
Sears Roebuck and Company 240
Second National Bank & Trust 241
Semicon Associates, Inc. 242
Senn Estel E. and Associates 243

Shanklin's MRS Market 244
Shenandoah Life Insurance Co. 245
Donald B. Shelton-Architects, Engineers & Assoc. . 246
Shillito's 247
Sheraton Inn 248
Shoppers Choice Supermarkets, Inc. 249
A. J. Siebert Co., Inc. 250
Sin the Karate Do Jo 251
Haywood Smith, P.S.C. 252
Southern Railway System 253
Southern States Lexington Co-op. 254
Southern Supply Company Inc. 255
Southland Bowling Lanes 256
Southwestern Life Insurance Co. 257
Southwestern Tobacco Company, Inc. 258
Special Media 259
Spendthrift Farm 260
Springate & Company 261
Square D Company 262
Standard Oil Company 263
State Farm Insurance Co. 264
Stoll, Keenon & Park 265
Stout Instant Printing & Mailing Service 266
Student American Medical Assoc. 267
The Thimble 268
Tates Creek Golf Course 269
Studio Players, Inc. 270
Tenant Services & Organization Assistance, Inc. . . 271
Thompson Engineering Co. 272
Thomson & McKinnen Auchincloss Kohlmeyer, Inc. . . 273
Thoroughbred Breeders of Kentucky, Inc. 274
Al Tortrick Insurance Agency, Inc. 275
The Trane Company 276
Transylvania Printing Co. 277
Transylvania University 278
L. Wayne Tune, Architect, Inc. 279
Turfland Mall Management 280
Turfland Mall Merchant's Assoc. 281
U. K. Athletic Association 282
U. K. Agricultural Engineering Dept. 283
U. K. College of Agriculture 284

U. K. College of Dentistry 285
U. K. College of Nursing 286
U. K. Personnel Division 287
U. K. College of Pharmacy 288
University Press of Kentucky 289
University of Kentucky, Division of Printing . . . 290
U. K. Special Student Program Office 291
United Service Co., Inc. 292
United Tobacco Warehouse, Inc. 293
United Way of the Blue Grass 294
Virginia Avenue Tobacco Warehouse Co., Inc. . . . 295
Voluntary Action Center 296
Volunteers of America 297
WAXU AM/FM Radio 298
WBLG 299
WJMM Christian Radio 300
WKQQ-FM 301
WKYT-TV 302
WLAP AM/FM Radio 303
WLEX-TV, Inc. 304
WTVQ-TV 305
WVLK Radio 306
Wabco Fluid Power Division 307
Clay Wach Stockyards, Inc. 308
Ward's Aquarium & Pet Center 309
Weather Bureau 310
Watkins and Associates, Inc. 311
Waveland State Shrine 312
Weil Land & Livestock Co. 313
Don White, Builder & Real Estate 314
Mr. Wiggs 315
Mr. Wiggs 316
Wilco Travel Agency 317
Wolf Wile Company 318
Thomas Wood & Association 319
YWCA of Lexington 320
Yeiser Eggs, Inc. 321
Young & Associates Insurance Agency, Inc. 322

ORGANIZATION

Smith R. Armstrong, III DMD-PSC
2130 Nicholasville Rd.
40503

REFERENCE

Cluster 11
Field Trip yes
Speaker yes
Demonstrate yes
Individual yes
Resources *

*possible

PRODUCT-SERVICE

Dental care

CONTACT

Dr. Armstrong, dentist
Vivian Undershmidt, secretary 278-0576
Tisha Smith

JOB TITLES	Speak Demonstrate
Sec.-receptionist	X
Sec.-bookkeeper	X
X-Ray technician	X
Chair-side assistant	X
Preventive therapy assistant	X
Laboratory technician	X
Hygienist	X

12

FIELD TRIPS

Yes X No

Grade Levels 10-12

Number of Students 1-2

Time of Day

Day of Week

Time of Year

INDIVIDUAL OPPORTUNITIES

Observe Work yes

No Pay Work yes

Job Training yes

RESOURCES

Will permit photos or video tapes.

ORGANIZATION

Beverly Studio
Waller Ave.
Imperial Shopping Center
40503

REFERENCE

Cluster 14
Field Trip yes
Speaker yes
Demonstrate
Individual yes
Resources

PRODUCT-SERVICE

Portrait Studio

CONTACT

Steve May, manager
252-2400

JOB TITLES	Speak Demonstrate
Sales retail	X
Photography	X

FIELD TRIPS

Yes X No
Grade Levels 11-12
Number of Students 4
Time of Day aft. 4:30
Day of Week Th.
Time of Year

INDIVIDUAL OPPORTUNITIES 23

Observe Work yes
No Pay Work yes
Job Training yes

RESOURCES

ORGANIZATION

John Cooke Volkswagen Inc.
1264 New Circle Rd.
40505

REFERENCE

Cluster 2, 6
Field Trip yes
Speaker yes
Demonstrate yes
Individual yes
Resources yes

PRODUCT-SERVICE

New & used auto parts
Body shop-service
Administration

CONTACT

John Cooke, Pres.,General Manager
255-2381

JOB TITLES	Speak Demonstrate
Business Adm.	X
Management-Sales & Service	X
Sales	X
Parts & Service General	X
Parts Counterman	X
Body Repair	X

66

FIELD TRIPS

Yes X No
Grade Levels 5-12
Number of Students 20-30
Time of Day noon
Day of Week T,Th.
Time of Year

INDIVIDUAL OPPORTUNITIES

Observe Work yes
No Pay Work
Job Training yes

RESOURCES

Will permit photos or video tapes.

ORGANIZATION

Fayette Glass Co., Inc
105 Cisco Rd.
40504

REFERENCE

Cluster 1,4,2
Field Trip yes
Speaker
Demonstrate yes
Individual yes
Resources yes

PRODUCT-SERVICE

Auto Glass, Wholesale-Retail
Mirrors, Plate Glass, Wholesale-Retail

CONTACT

William E. Kearns, President
255-1087

JOB TITLES — **Speak Demonstrate**

Install Auto Glass *X
Install Window Glass
Install Storm Screens

*(will demonstrate in shop only)

90

FIELD TRIPS

Yes X No
Grade Levels any
Number of Students 6
Time of Day
Day of Week
Time of Year any

INDIVIDUAL OPPORTUNITIES

Observe Work yes-6
No Pay Work yes-1
Job Training yes

RESOURCES

Will permit photos or video tapes.

Company has Glass Digest catalogues, pattern and inventory in warehouse.

ORGANIZATION

Lexington Federal Savings and
Loan Association
2020 Nicholasville Rd.
40503

REFERENCE

Cluster 1
Field Trip yes
Speaker yes
Demonstrate
Individual yes
Resources no

PRODUCT-SERVICE

Savings and Home Mortgages

CONTACT

W.L. Woodard, President
278-3461
B.G. DeRossett, Vice President-Secretary
278-3461

JOB TITLES — Speak Demonstrate

Managerial	X
Clerical	

172

FIELD TRIPS

Yes X No
Grade Levels 10-12
Number of Students 10
Time of Day pm
Day of Week T thru Th
Time of Year

INDIVIDUAL OPPORTUNITIES

Observe Work yes
No Pay Work yes
Job Training yes

RESOURCES

ORGANIZATION

Maple Hill Kennels
Walnut Hill Pike
40503

REFERENCE

Cluster 13
Field Trip yes
Speaker
Demonstrate
Individual yes
Resources yes

PRODUCT-SERVICE

Pet training
Grooming

CONTACT

Kevin Hamlin
272-4412

JOB TITLES Speak Demonstrate

Groomers

183

FIELD TRIPS

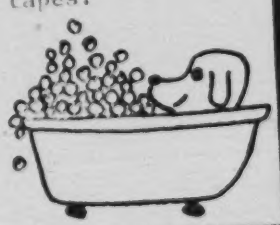
Yes X No
Grade Levels 1-12
Number of Students 30
Time of Day am
Day of Week M thru F
Time of Year spring

INDIVIDUAL OPPORTUNITIES

Observe Work no
No Pay Work yes -2
Job Training yes -2

RESOURCES

Will permit photos or video tapes.



ORGANIZING FOR RESOURCE PEOPLE

Classroom activities can be made more meaningful by inviting resource people to contribute to the learning experience that takes place within the school building. This is the most simple way to involve community resources in the classroom because it does not involve transporting students from the school. Resource people are usually asked to speak and interact with students, but many will also make simple demonstrations and/or bring their working tools to the classroom. One of the limitations of using resource people is that students are not able to observe the work setting of the resource person.

There is often a tendency to only invite professional people of organizations to serve as resource people. Likewise, organizations often assume that teachers would prefer to have upper level employees (managers, supervisors, etc.) as guest speakers. It is important that you accurately describe the kind of person you want as a resource person.

The resource persons should only be used when they enhance and complement the instructional program. A resource person should be directly related to the activities that preceed and follow the appearance of the resource person. Below are some suggestions and procedures which might help you prepare for utilizing resource people.

A. Determine the purpose for using a resource person. (It is critical that the purpose for using the resource person is clearly

defined. This will make it easier to describe your expectations to the resource person and eventually obtain a more meaningful experience for students.)

B. Identify potential resource people.

*C. Obtain approval for the resource person from the principal.

D. Contact resource people (make initial contact by telephone).

1. Plan ahead as much as possible.

2. Give resource person pertinent information.

   a. Reason why resource person is needed - Topic (See item A above).
   b. Describe what you want the person to do and/or say (lecture, demonstration, discussion).
   c. Date of appearance.
   d. Time of day.
   e. Grade level, ages, and number of students.
   f. Expected length of presentation.
   g. Special information about the situation.
   h. Where the person is to appear - name and address of the school.
   i. Your name and school telephone number.

3. Ask resource person if any special arrangements will be required (AV equipment, display areas, etc.).

*Required procedure.

4. If possible, follow-up the telephone conversation with a simple letter reviewing the essential information.

5. It would be helpful to remind the person the day before the presentation.

E. Prepare students for the resource person.

1. Give students information about the resource person (name, job, etc.).

2. Explain what the person will do.

3. Tell students the date resource person will be at the school.

4. Review possible questions students might ask. (Some teachers may want students to put questions in writing.)

F. Follow-up the resource person appearance.

1. Always write a thank-you note promptly after the appearance (students can do this).

2. Review the resource person's appearance with students.

3. Evaluate the effectiveness of the resource experience.

PLANNING FOR FIELD TRIPS

Field trips are useful when it is important that students observe the work setting. Because it is necessary that students be transported between the school and field trip site, arrangements are usually more difficult to make than for a resource person. However, there are certain outcomes which can be accomplished by field trips that are not possible with classroom resource people.

There are several ways to make organizational plans for field trips. The organizational plan to be utilized will depend on the nature of the students and the expected outcomes. Examples of different field trip plans follow:

Large group or class field trips. This type of field trip permits exposure to several students, but usually only permits a superficial examination of the situation. The large group field trip is most appropriate for elementary students or for groups where it is important that the entire group or class participates.

Small group field trips. In this situation, only a few students participate in the field trip. The technique is effective when a small group has an interest which is different from the larger group. Students, because of the small group size, are able to explore situations in more depth than with a large group field trip.

Individual field trips. As students narrow their career decisions, it may be necessary to provide the opportunity for students to visit sites in more depth than would be possible with group field trips. Individual field trips should be used with high school students after they have demonstrated that they have sufficiently narrowed their career goals or academic pursuits.

Like utilization of resource people, field trips should be planned to contribute to the curriculum or expand learning experiences for students. The following procedures and suggestions are given as an aid in planning field trips.

A. Determine the purpose for the field trip.

B. Identify appropriate locations.

*C. Obtain approval for the field trip from the principal and check on any special requirements.

D. Contact the appropriate person at the field trip site by telephone.

1. For best results, plan in advance.

2. Communicate essential information to field trip site representative.

a. Reason why the field trip is needed - what will be accomplished by the field trip (See A above).
b. Accurately describe what is to be observed (the teacher may want to make a preliminary site visit).
c. Date for the field trip.

*Required procedure.

d. Time of day.
e. Grade level, age range, and number of students.
f. Any special information about the situation at school or students.
g. Your name and school telephone number.

3. Ask the field trip representative organizational questions.

a. Specific location where students should go for the field trip.
b. Pre-field trip planning information such as appropriate clothing, safety precautions, descriptive literature, etc.

4. If possible, send a follow-up note to summarize the telephone conversation.

5. Check with the contact person the day before the field trip to confirm the arrangements.

E. Prepare students for the field trip.

1. Provide students with the name of the organization, location, and product or service.

2. Discuss the purpose of the field trip.

3. Explain what the students will observe on the field trip.

4. Distribute and collect parental permision forms for each student.

F. Arrange for transportation - the principal should be consulted.

G. Follow-up the field trip.

1. Always send a thank-you note promptly following the field trip.

2. Spend time summarizing the field trip after returning to school.

3. Evaluate the effectiveness of the field trip.

INTERVIEWING

One of the purposes for involving students with community resources is to help them find answers to many different questions. Mere observation will be enough to satisfy the curiosity of some students, but many more will want to explore situations beyond what can be casually observed. This will require interaction between students and resource people. A common term used for this process of inquiry is INTERVIEWING.

Success in finding answers to questions will largely depend on the interviewing skills of the students. Interview skills can be learned in much the same manner as other communication skills such as reading, writing, speaking, etc. The skills can be taught as separate activities or they can be interwoven into the regular subject matter. When students have mastered interview skills, they will move from the observer role to the participant role.

Variance in Quality

Teachers should expect a difference among students with respect to the quality and depth of an interview. This condition is dependent on several important factors. Some of them follow:

1. Maturity of the student. Young and immature students should not be expected to conduct as sophisticated an interview as older and more experienced students. As a rule, the questions relating to interviews should reflect a developmental

level of students. Teachers can, however, help students formulate questions which will yield more informative responses than would be obtained from unplanned questions.

2. Preparation of students about the subject. Students will have more questions about topics for which they have an understanding than about unfamiliar topics. While older students should eventually become skilled enough with the interview technique to probe unfamiliar topics, it will be helpful in the early stages of interview skill development to prepare students for the topic.

3. Student interest in the topic. Individual students will participate more actively in some topics than others. This is frequently related to the interest level of students about the topic. That is, a student may actively participate with one resource person, but appear to be passive with others.

4. Level of interviewer skill development. As students practice the interview technique, they should become more skillful and comfortable in circumstances where the interview is an appropriate inquiry technique. Experience has also shown that even withdrawn students participate more freely when they have adequate interview skills.

Skills to Emphasize

An adequate interview requires the use of many skills at the same time. Some of the skills such as using good language, being polite, etc. are common to many life situations as well as to the

interview technique. There are, however, some skills which are unique to developing an adequate interview technique. It should be noted that perfecting interview skills is a developmental process similar to other learning experiences such as math, language, etc. As students mature, accumulate additional information, and practice, they should be able to refine and expand their interviewing skills.

Below is a summary of developmental stages which might help in organizing appropriate experiences for the development of interviewing skills. The list should not be considered to be exhaustive and the items should not necessarily be associated with various school levels (elementary, junior high, senior high).

1. Learning to ask questions. This item merely focuses on helping students structure statements in the form of questions. While this may be most appropriate with elementary students, it may also be appropriated at upper levels if students have not gained these skills in the elementary grades.

2. Examining the situation. Each subject, or community resource, will provide new information to students. It is important that students determine what they want to find out about the topic. Without going through this stage, questions will be superficial and it is doubtful that much will be learned from the interview. The teacher should give enough emphasis to this skill so that it will become an automatic process of conducting an interview. Teachers might approach this skill by asking students

questions which will cause them to think in more detail about the situation. For example, suppose a fireman is going to serve as a resource person. The teacher could ask students, "What would you like to know about a fireman?" If students seem to be limited about what they want to learn, the teacher can suggest some important information about the subject which might stimulate more thinking. The teacher could introduce topics like "People expect to have fire protection at all times. How do you think this is accomplished?"

3. Formulating questions to yield desired information. Unless students give serious thought to the questions which they will ask, it is likely that the interview will be shallow. This skill is very closely related to the above skill. In fact, the questions will emerge as the situation is examined. As students become more experienced, "Examining the situation" and "Formulating questions" will probably occur simultaneously. Students should be encouraged to write possible questions for reference when the interview occurs (this will not be necessary for more experienced interviewers).

4. Increasing efficiency. Most people who are interviewed have limited time for such activities. Students should refine their skills to the extent that they will be able to secure the maximum amount of pertinent information in the shortest amount of time.

5. Probing for detail and clarification. Some questions will not yield adequate answers or will suggest the need for more information. In such cases, students will need to ask additional questions which may not have been pre-planned. Young and inexperienced students will have a tendency to stop asking questions when an initial response is given regardless of whether the student has an adequate response. Before students can be expected to probe, they must have a clear understanding of what they want to learn about the subject and be comfortable in an interview setting. This is a more complex skill and it is doubtful that all students will become proficient with the probing skill. Few students will master this skill in elementary school.

6. Creating an interview atmosphere. This is probably the most difficult and complex interviewing skill. It is concerned with influencing the attitude of those involved in the interview. In many situations, the interviewer has no control over the atmosphere, but a skillful interviewer will attempt to "set the stage", both physically and psychologically, for an interview. Often the person who is being interviewed is not skilled at answering interview questions. A relaxed, accepting, understanding atmosphere should be created by the room's environment, and the teacher's and students' sincere appreciation of the guest's giving of his or her time and effort.

Preparing for an Interview

In addition to planning direct student-resource person experiences in which students will gain interview skills, there are some things that can be done to prepare for interviews. While the procedures and depth of each is different for the various educational levels, the following items are appropriate preparatory activities at all educational levels, but the techniques used and depth of involvement will be different.

1. Orient students to the resource person and information relating to the resource person.

2. Help students determine what they want to learn from the resource person.

3. Have students plan questions. You may want to have students write questions. Elementary teachers may want to give examples of questions (see below).

4. Supply the resource person with typical questions that students might ask.

5. Follow-up the resource person's visit by attempting to determine whether students received adequate answers to their questions.

Sample Questions

With young elementary school students, it may be necessary to suggest questions to be asked. This should be done with caution to prevent the interview from becoming too mechanical. It is also important that students ask questions which

are important to them. Even when suggesting possible questions, attempt to get students to state them in their own words. Each of the following questions could be expanded to obtain more detailed information when appropriate.

1. What kinds of things do you do at your job?
2. How did you get your job?
3. Do you have to wear special clothes?
4. What tools do you use?
5. What things do you like about your job?
6. How did you find out about your job?
7. Did you have to have any special training for your job?
8. What things do you dislike about your job?
9. Does your job require hard work?
10. Do you get dirty at your job?
11. Is there a good future for people with jobs like yours?
12. What times of the day do you work?
13. How much money can a person earn on a job like yours? Minimum? Maximum?
14. Is your family satisfied with your job?
15. What academic skills do you need for your job?
16. What social skills are needed for your job?
17. If you were not doing this job, what job would you like to do?
18. What do you do when you are not working at your job?
19. How do you feel about working over-time?
20. How are you keeping informed about changes in your job?
21. Would you like to tell us some things about your job that we did not ask?

Practice Interviewing

The best way for students to develop skill in interviewing is to become involved with resource people. There are techniques which can be used to reduce the impact of actual adult interviews.

1. Review tape recordings of actual interviews with students. You can also help students improve their skills by tape recording their interviews and reviewing them as a summary.

2. Students can be placed in simple one-to-one role-playing situations.

3. Invite friendly people, parents, older students, other school personnel, etc., for practice sessions.

Conducting an Interview

Each situation will be different because of the nature of the students, personality of the resource person, kind of topic under consideration, and the importance of the topic as viewed by the students. Below are some suggestions which are given for your information.

1. Encourage students to do as much as possible, including introducing the resource person to the class, questioning the resource person, and following-up (thank-you) the resource person.

2. Be sure students are prepared, but not mechanical, for the interview. Better responses will be obtained when resource people recognize that students have

planned ahead of time. Student interest will also be increased.

3. Be sure the resource people know what is expected of them prior to the interview. You may want to send them sample questions.

4. Teacher should serve as the unofficial moderator to help students stay on the topic, keep an accounting of time, and keep the interview moving toward the goal. This should be a kind of "low-key" leadership that does not detract from student participation. Teachers in the lower elementary grades will probably take more active leadership.

5. Build into your expectations that the quality of interview sessions will vary. Don't let one or two "poor experiences" keep you from planning others.

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Underlined entries indicate emphasis on the cluster within the organization.

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APPENDIX D

PRINCIPAL'S HANDBOOK FOR IMPLEMENTING CAREER EDUCATION

PRINCIPAL'S HANDBOOK
FOR
IMPLEMENTING CAREER EDUCATION

FAYETTE COUNTY SCHOOLS
701 EAST MAIN STREET
LEXINGTON, KENTUCKY 40502

JUNE 25, 1976

FOREWORD

Many of the concepts within what is now called career education have been known to educators for many years. Successful teachers have utilized these concepts in their teaching for a long time. Career education takes many good concepts of education and pulls them together in a manner which helps make classroom work relevant for the student's life, both in the present and in the future. Career education has the potential of bringing purpose to learning; of enabling the teacher to give genuine purpose to pupils for the academic work being done in the classroom; of enabling the learning to become involved in decision making; of enabling the learner to relate what is learned in the classrooms to what is going on in the world outside the classroom; of enabling the learners to take a realistic look at themselves and relate that to the realism of careers.

Hopefully, with the incorporation of the concepts inherent in career education into the basic foundation of the education program, career education in the total curriculum will then be viewed as a boon to our educational efforts because of its potential value to the learner. Also, it is hoped that it will bring a close relationship between the schools and the total community in working together in concert to make education for students as real and meaningful as possible.

Career education has now been mandated by the Kentucky General Assembly and must be incorporated into the total curriculum of all schools. A positive view of this new law and a sincere effort in implementing and maintaining its mandates can produce improved educational opportunities for those served by our schools.

G. S. Potts, Superintendent
Fayette County Public Schools

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DEFINITION OF CAREER EDUCATION

Over the past six (6) years many definitions of career education have been prepared. Each has had certain local, regional, and national meaning to the individuals or groups who prepared the definition. These definitions may be useful for understanding how others perceive career education. However, recently enacted legislation provides a definition of career education which should be used in implementing the legislation. That definition follows:

> "Career education" means that life-centered educational process through which students are presented with information, activities, and guidance in the areas of basic learning and academic skill development, self and career awareness, occupational exploration and orientation, and preparation for career decision making designed to:
>
> (a) increase the relationship between school and society as a whole;
>
> (b) provide opportunities for counseling, guidance, and career development;
>
> (c) relate the subject matter of the curriculum of school to the needs of persons to function fully in society.
>
> (d) extend the concept of the education process beyond the school into the area of employment and the community;
>
> (e) foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating change and obsolescence;
>
> (f) make education more relevant to employment and functioning in society; and
>
> (g) clarify the distinction between education for vocational purposes and general or academic education.
>
> H.B. 70, Section 2, (3)

June 21, 1976

FAYETTE COUNTY BOARD OF EDUCATION RESOLUTION
RELATING TO THE CAREER EDUCATION ACT OF 1976

In accordance with Kentucky Revised Statutes, new sections of KRS, Chapter 158, career education shall be conducted in the elementary, secondary, post secondary and adult education programs administered by the Department of Education under authority of the State Board of Education as a process incorporated into the total curriculum and in conjunction with courses in any appropriate area of study. A new section of KRS Chapter 158 states that the governing board of each local school district shall adopt a policy regarding career education by resolution in accordance with the guidelines and regulations approved by the State Board of Education and consistent with the provision of the Act (HB 70), specifying among other things the curriculum or program to be utilized in career education, provisions for teacher in-service education, assistance to teachers and guidance personnel in implementation of such program, and the procedures by which parents, community members, and others may provide input to the program.

RESOLUTION

WHEREAS the Fayette County Board of Education recognized the value to youth of the incorporation of the concepts of career education into the total curriculum in the action to seek a Federal grant from the U.S. Office of Education for a pilot program in career education in December, 1972.

WHEREAS the Fayette County Board of Education upon receiving in 1973 the U.S. Office of Education grant for a career education program implemented a pilot program in four (4) schools and has since expanded the career education program to some other schools in the system.

WHEREAS the Fayette County Board of Education reaffirms its recognition of the value to youth of the incorporation of career education into the curriculum for all learners in the Fayette County Schools and concurs with the action of the 1976 General Assembly in the enactment of HB 70.

Resolution Relating to the Career Education Act of 1976

THEREFORE, BE IT RESOLVED that the Fayette County Board of Education desires to continue and to expand its current efforts in career education in this school system and shall plan for, endorse, promote and support the development of career education in accordance with guidelines and regulations submitted by the State Department of Education and consistent with the provisions of House Bill 70 passed by the 1976 General Assembly and signed by the Governor. The detailed program plan for career education in the Fayette County local school district is incorporated herein by reference and will be on file in the office of the Superintendent.

Statement of Support
Career Education Advisory Committee
Fayette County Schools
April 24, 1976

The Committee strongly feels that it is vitally important for our schools to give full attention to enhancing and determining the career interests of students. The school should employ to the maximum extent the leadership and resources of the public and private sectors within our community for the purpose of field trips, speakers and further exposure of students to potential careers.

Emphasis must be placed on enabling students to make tentative career decisions in the midst of on-going professional exposure. Academic course content must constantly be linked to career and general life functions. Students should be free to interact with the community-at-large, the administration and faculty, and their families with a focus on career option and their development. Employment skills must be organized within an educational program of total personal growth, including but not limited to personal values, communication, thinking and learning ability, along with fundamentals of vocational success. The guidance process is the heart of career education.

Our approach must be comprehensive. It should involve every grade level. It should be supported by the entire school system and the public. Such support should include affording the faculty the proper resources, including planning time and in-service training, to integrate career awareness in their total program. Students must be received in an individual manner, thus given the chance to indicate their career ideas and then reflect on those ideas. Parents should be involved. In essence, the career education emphasis should be fully accountable to every phase of the student's life, as well as the various directions that student might envision.

If our thesis in education is to provide an environment for reaching full human potential on an individual basis, we must not be narrow in our approach. Career education is not simply a job search. Education must speak to a Life Career -- community improvement, betterment of family relationships, determining vocational interests and the continuing development of a capacity of love and concern. We must build our system to give each student the support to become everything that might be intended for realizing his/her full potential.

Robert A. Babbage, Jr.
Chairman

ELEMENTARY
SCHOOL
STUDENT
OUTCOME
GOALS

ELEMENTARY SCHOOL

STUDENT OUTCOME GOALS FOR CAREER EDUCATION

All students will become involved in Career Education activities that will direct them toward the accomplishment of these student outcome goals. The student expectations will be, of course, at a level commensurate with the individual student's level of maturity.

1. Students will be able to describe their own interests, needs, abilities and values.

2. Students will demonstrate the basic communication, computation, and research skills needed to explore career choices.

3. Students will be able to describe how academic skills relate to occupational choices.

4. Students will be able to explain the values of work, the values of a work-oriented society, and a basic philosophy about the necessity of work.

5. Students will be able to list many of the occupational alternatives open to them as future workers.

6. Students will demonstrate their ability to put into practice simple manual, academic, and interpersonal skills needed to perform most work tasks.

7. Students will demonstrate a knowledge of the processes necessary for sound decision making.

8. Students will be able to describe how educational needs, training, and experiences required for different occupations may vary.

9. Students will be able to explain why work satisfaction varies from person to person and job to job.

10. Students at the end of the sixth grade will be able to describe in broad terms a wide variety of types of occupations found in the world of work.

11. Students will generally describe how career choices may influence their values, civic and family responsibilities, income, and recreational pursuits.

12. Students will be able to describe how their observations and interaction with workers has expanded their knowledge of the world of work.

NOTE: These outcome goals have evolved from the work of many teachers participating in a wide variety of career education activities carried out in the Fayette County Public Schools since 1973.

This listing of outcome goals should not be viewed as being all inclusive.

JUNIOR
HIGH
SCHOOL
STUDENT
OUTCOME
GOALS

JUNIOR HIGH SCHOOL

STUDENT OUTCOME GOALS FOR CAREER EDUCATION

All students will become involved in Career Education activities that will direct them toward the accomplishment of these student outcome goals. The student expectations will be, of course, at a level commensurate with the individual student's level of maturity.

1. Students will be provided opportunities to describe their own interests, needs abilities and values.

2. Students will be able to describe how subject content is related to various careers.

3. Students will demonstrate the ability to locate and utilize various sources of information about careers.

4. Students will continue to demonstrate basic communicative, computative, and problem-solving skills needed in exploring career choices.

5. Students will be able to generally describe the scope, levels, working conditions, entry requirements, duties performed, opportunities and related jobs in several career clusters.

6. Students will compare specific occupational areas within a career cluster in terms of work roles (education or training, working conditions, economic rewards), related life styles, and potential satisfactions and dissatisfaction.

7. Students will explore the effects occupations have upon: (1) family responsibilities, (2) citizenship, (3) avocational interests, and (4) being a knowledgeable economic producer and consumer.

8. Students will be able to explain the values of work, the values of a work-oriented society, and a basic philosophy about the necessity of work.

9. Students will be able to list many of the occupational alternatives open to them as future workers.

10. Students will develop a level of self-awareness and self-realization that permits them, at least tentatively to make discriminating decisions in identifying career goals.

11. Before the completion of the 9th grade, all students will be able to describe the opportunities available for career preparation and training in the high school or in the vocational school.

NOTE: These outcome goals have evolved from the work of many teachers participating in a wide variety of career education activities carried out in the Fayette County Public Schools since 1973.

This listing of outcome goals should not be viewed as being all inclusive.

HIGH SCHOOL STUDENT OUTCOME GOALS

SENIOR HIGH SCHOOL

STUDENT OUTCOME GOALS FOR CAREER EDUCATION

All students will become involved in Career Education activities that will direct them toward the accomplishment of these student outcome goals. The student expectations will be, of course, at a level commensurate with the individual student's level of maturity.

1. Students will be provided the opportunities to describe their own interests, needs, abilities and values.

2. Students will generally be able to describe how subject content is related to various careers.

3. Students will demonstrate the ability to locate and utilize the various sources of information about careers.

4. Students will continue to demonstrate basic communicative, computative, and problem-solving skills needed in exploring career choices.

5. Students will be able to generally describe the scope, levels, working conditions, entry requirements, duties performed, opportunities and related jobs in several career clusters.

6. Students will compare specific occupational areas within a career cluster in terms of work roles (education or training, working conditions, economic rewards), related life styles, and potential satisfactions and dissatisfaction.

7. Students will know the effects occupations have upon:

   a. leisure time activities
   b. aesthetics
   c. civic participation
   d. family responsibilities
   e. ethical, moral, and value alternatives
   f. the individual as an economic producer and consumer

8. Students will be able to explain the values of work, the values of a work-oriented society, and a basic philosophy about the necessity of work.

9. Before completion of the 10th grade, all students will be able to describe the opportunities available for career preparation and training in the high school and in the vocational school.

10. Students will be able to describe many of the occupational alternatives open to them as future workers.

11. Students will develop a level of self-awareness and self-realization that permits them, at least tentatively to make discriminating decisions in identifying career goals.

12. Students will possess the necessary competencies, upon leaving high school, to assume one or more of the following roles:

    a. immediate employment, including homemaking
    b. continued education based on a career goal such as technical training, apprenticeship, college or adult education

NOTE: These outcome goals have evolved from the work of many teachers participating in a wide variety of career education activities carried out in the Fayette County Public Schools since 1973.

This listing of outcome goals should not be viewed as being all inclusive.

ELEMENTARY SCHOOL MINIMUM EXPECTATIONS OF IMPLEMENTATION

ELEMENTARY

MINIMUM CAREER EDUCATION EXPECTATIONS

PRINCIPALS

1. All principals will demonstrate a commitment to Career Education.

2. Principals will take the leadership role in developing a Career Education plan for their school, which will, as a process, incorporate Career Education into the total curriculum.

3. Principals will assist in implementing the plan.

4. Principals will ascertain that the plan is followed and carried out by all staff members in his/her school.

5. Principals, with the help of appropriate personnel, will design an evaluation procedure for improving and/or modifying the plan.

6. Principals will assist teachers in obtaining appropriate materials, supplies, and other resources to carry out the plan.

7. Principals will, with the help of the Department of Instructional Services and other appropriate staff, provide the necessary training to help their teachers develop Career Education competencies.

8. The principal will, with the help of the staff, develop a time-table to carry out the Career Education plan.

9. Principals will, when appropriate, involve parents in the planning and implementation of the Career Education plan.

TEACHERS AND COUNSELORS

1. All teachers and counselors will receive an orientation to Career Education.

2. All teachers and counselors will become familiar with the Elementary Career Education "student outcome goals" and "minimum expectations".

3. All teachers and counselors will become familiar with the career cluster responsibilities of each grade level.

4. All teachers and counselors will be involved in a staff development program (in-service programs, workshops, etc.) during the school year.

5. All teachers will submit to the principal a general plan that shows how the Career Education goals are being achieved within the day-to-day curriculum in their classrooms. (The intent here is that teachers should avoid planning "career education" as isolated separate activities during the school day or during a particular time in the school year.)

6. All counselors will submit to the principal a general plan that shows how the function of the counseling department will complement the teacher's efforts in achieving the Career Education goals.

7. All teachers and counselors will become familiar with the Community Resource Guide.

8. All teachers and counselors will become familiar with the Career Education activities packet.

9. All teachers and counselors will become familiar with the Career Education Self Awareness booklet.

10. All teachers will, to the extent possible, arrange for students to participate in community experiences during the school year (field trips, assigned home work, small group activities, etc.)

11. All teachers will attempt to arrange for community resource person(s) to make presentations to their students on topics aimed at the student outcome goals.

12. Teachers will, when appropriate, involve parents to help implement the Career Education program.

JUNIOR HIGH SCHOOL MINIMUM EXPECTATION OF IMPLEMENTATION

JUNIOR HIGH SCHOOL

MINIMUM CAREER EDUCATION EXPECTATIONS

In order to provide a coordinated county-wide implementation of career education into the curriculum, it is necessary to establish certain minimum expectations for individuals who have responsibilities for the instructional program. This section deals with principals, teachers and counselors while another section of this notebook will address the responsibilities of central office personnel.

PRINCIPALS will

1. demonstrate a commitment to Career Education.
2. take the leadership role in planning a Career Education plan for their school which will, as a process, incorporate Career Education into the total curriculum.
3. ascertain that the plan is followed and carried out by all faculty members in their school.
4. with the help of appropriate personnel, design an evaluation procedure.
5. assist teachers in obtaining appropriate materials, supplies, and other resources to carry out the plan.
6. with the help of the Department of Instructional Services and other appropriate staff, provide the necessary training to help their teachers develop Career Education competencies.
7. with the help of the appropriate person, develop a time-table to carry out the Career Education plan.
8. when appropriate, involve parents in the planning and implementation of the Career Education plan.

TEACHERS AND COUNSELORS will

1. receive an orientation to Career Education.
2. become familiar with the Junior High Career Education "minimum expectations" and "student outcome goals".
3. become familiar with the career cluster responsbilities of each subject area.
4. be involved in a staff development program (inservice programs, workshops, etc.,) during the school year.
5. submit to the principal a general plan that shows how the Career Education goals are being achieved within the ongoing curriculum in their classrooms (the intent here is that teachers and counselors should avoid planning "career education" as isolated separate activities during the school day or during a particular time in the school year).

6. submit to the principal a general plan that shows how the function of the counseling department will complement the teacher's efforts in achieving the Career Education goals.

7. become familiar with the Community Resource Guide.

8. to the extent possible, arrange for students to participate in community-based career education experiences during the school year (field trips, assigned home work, small group activities, etc.).

9. attempt to arrange for community resource person(s) to make presentations to their students on topics aimed at the student outcome goals.

10. when appropriate, involve parents to help implement the Career Education program.

11. provide opportunities for students to have experiences that will be the same as, or similar to, those individuals who are employed in the appropriate career cluster(s). (These experiences will be action oriented; vary with the student's interests, aptitudes, and abilities; and be at various levels of employment within a cluster.)

12. provide appropriate guidance that will enable students to apply the knowledges and experiences gained within career clusters to the following:

    A. Individual interests and abilities
    B. Present and future educational choices
    C. Future occupational decisions and experiences

NOTE: It is currently possible for junior high schools to receive funds from the State Department of Education for the purpose of assistance in the implementation of a career exploration program. The guidelines identify certain necessary program characteristics that are very similar to the junior high career exploration plan in Fayette County. Because of the obvious advantages of developing a career eduation plan that qualifies for additional state funds, principals may wish to pursue this course. Under such guidelines, the following additional minimum expectations will exist:

1. All students will have the opportunity to study (in conjunction with the ongoing program) for a period of at least six weeks each in a minimum of six career clusters during the seventh and eighth grades.

2. All students will have the opportunity to study, in depth, a minimum of one career cluster for one 12-week period in grade nine.

Three junior high schools - Beaumont, Southern, and Winburn, have been tentatively approved by the State Department of Education under this plan for the 1976-77 school year.

Staff members in the Department of Instructional Services are available to discuss the details of this approach to planning a sound career exploration program.

HIGH SCHOOL MINIMUM EXPECTATIONS OF IMPLEMENTATION

SENIOR HIGH

MINIMUM CAREER EDUCATION EXPECTATIONS

In order to provide a coordinated county-wide implementation of career education into the curriculum, it is necessary to establish certain minimum expectations for individuals who have responsibilities for the instructional program. This section deals with principals, teachers and counselors while another section of this notebook will address the responsibilities of central office personnel.

PRINCIPALS will:

1. demonstrate a commitment to Career Education.
2. take the leadership role in developing a Career Education plan for their school which will, as a process, incorporate Career Education into the total curriculum.
3. ascertain that the plan is followed and carried out by all faculty members in their school.
4. with the help of appropriate personnel, develop an evaluation procedure for improving and/or modifying the plan.
5. assist teachers in obtaining appropriate materials, supplies, and other resources to carry out the plan.
6. with the help of the Department of Instructional Services and other appropriate staff, provide the necessary training to help their teachers develop Career Education competencies.
7. with the help of the appropriate personnel, develop a time-table to carry out the Career Education plan.
8. when appropriate, involve parents in the planning and implementation of the Career Education plan.

TEACHERS AND COUNSELORS will:

1. receive an orientation to Career Education.
2. become familiar with the Senior High Career Education "minimum expectations" and "student outcome goals."
3. become familiar with the career cluster responsibilities of each subject area.
4. be involved in staff development program (in-service programs, workshops, etc.) during the school year.

5. assist the person responsible for the department in submitting to the principal a departmental plan that shows how the Career Education goals are being achieved within the on going curriculum in their classrooms. Such a plan should be prepared for each department in the school and should reflect approaches to be used in modifying the curriculum and the time-table for such changes (the intent here is that teachers should avoid planning "career education" as isolated separate activities during the school day or during a particular time in the school year).

6. submit to the principal a general plan that shows how the function of the counseling department will complement the teacher's efforts in achieving the Career Education goals.

7. to the extent possible, arrange for students to participate in community-based career education experiences during the school year (field trips, assigned home work, small group activities, etc.)

8. utilize the Community Resource Guide in attempting to arrange for community resource person(s) to make presentations to their students on topics aimed at the student outcome goals.

9. when appropriate, involve parents to help implement the Career Education program.

10. provide opportunities for students to have experiences that will be the same as, or similar to, those individuals who are employed in the appropriate career cluster(s). (These experiences will be action oriented; vary with the student's interests, aptitudes, and abilities; and be at various levels of employment within a cluster)

11. provide appropriate guidance that will enable students to apply the knowledges and experiences gained within career clusters to the following:

    A. individual interests and abilities
    B. present and future educational choices
    C. future occupational decisions and experiences

PRINCIPAL'S MATERIAL FOR PREPARING
INDIVIDUAL SCHOOL CAREER EDUCATION PLAN (ISCEP)

Each principal is responsible for the preparation of a plan for implementing career education in his/her school. The information which follows is provided to assist the principal in the preparation of the plan. The completed ISCEP should be submitted to your Area Assistant Superintendent by November 1, 1976. The Area Assistant Superintendent will distribute copies to appropriate individuals in the Central Office.

CONTENTS OF THE PLAN

Each ISCEP should include information about the topics outlined below. The topics listed below should be the major headings of your ISCEP. However, principals are encouraged to add additional topics when they feel the information will more completely describe what will take place in their schools. Instructions for completing the ISCEP, which are intended to clarify the topics and give more detail about what is expected in the plan, immediately follow this section.

ISCEP OUTLINE

I. Principal's Rationale

II. Plan for School-Wide Instructional Responsibilities

III. Description of Faculty Organization

IV. Determining Staff Readiness

V. Determining Staff Development Needs

VI. Procedures and/or Schedules for Staff Development

VII. Initial Implementation Schedule

VIII. Encouraging Program Continuation

IX. Monitoring and Follow-Through

X. Visibility Activities

XI. Collection of Evaluation Information

XII. Time-Event Plan

BUDGET

Fayette County Schools are required to submit a letter of intent in relation to H.B. 70 in order to be eligible for State Career Education funds. The Fayette County Schools will submit this letter prior to the July 1 deadline.

Each school is requested to develop a school plan for implementing Career Education. After this task is accomplished a system-wide plan for expenditure of funds can be filed with the State Department.

Upon approval of the system-wide plan for Career Education we will work with each school, following the direction of the Superintendent, to implement the individual school plan within the budget limitations.

The amount of funds and method of expenditures are contingent upon the feasibility of the individual school plan.

INSTRUCTIONS FOR COMPLETING THE ISCEP

Information given below is intended to accomplish two (2) purposes. The first is to clarify the meaning of the items in the above outline and to explain the kinds of information that should be included under each item. The second purpose is to suggest activities that will be helpful in the overall effort of adequately implementing career education in the curriculum. The suggestions are not given as activities that must be done and are certainly not meant to be inclusive of all of the options which could be used by principals. A principal should use the techniques, strategies, etc. which will best serve the needs of the individual school's faculty in the implementation and maintenance of career education.

I. PRINCIPAL'S RATIONALE: A statement should be prepared which clearly describes why career education is important at the particular school level. This could include the potential educational benefits as well as the local commitment and state mandate. It is suggested that, when possible, major emphasis be placed on the educational advantages and local commitment with less emphasis being given to the state mandate.

Additional Information: It is expected that the principal's rationale will "set the stage" for how the school will approach the implementation of career education. Faculty will interpret from this statement the level of commitment and the level of expectation of the principal. The rationale should be written in such a way that a principal will be able to demonstrate his/her commitment to the rationale. For example, if the rationale includes a provision that all students will benefit from the career education program, the principal should not be satisfied if a group of students is not included.

For additional information regarding specific elements which might be included in the rationale, principals should refer to the various sections of the Principal's Handbook for Implementing Career Education.

II. PLAN FOR SCHOOL-WIDE INSTRUCTIONAL RESPONSIBILITIES: While it is important that a principal assume primary overall leadership and responsibility for implementing career education in his/her school, it will be necessary that the faculty members assume instructional responsibilities. The principal should provide a description of the instructional responsibilities to the faculty. Specifically, the plan should include the activities which will be accomplished in the various grade levels, subject area by grade level, or courses. This plan will help the principal determine the progress of career education implementation in the individual school. The plan should be consistent with the "Minimum Expectations" in the Principal's Handbook for Implementing Career Education.

Additional Information: The principal should refer to the "Organizing Scheme," "Instructional Activities," and "Outcome Goals" sections of the Principal's Handbook. Materials in these sections were used with the Career Education Project and have been prepared with considerable input from Fayette County faculty. However, it is possible that certain schools may want to use another organizing scheme. As well as including the plan for instructional responsibilities in the ISCEP, a principal may want to share it with the entire faculty so that faculty members will know what their colleagues will be doing.

III. DESCRIPTION OF FACULTY ORGANIZATION: To accomplish many of the tasks related to implementing career education, it will be necessary to establish a management system. Specifically, the principal should provide an organizational plan which identifies the leadership and the chain of communication. For example, an elementary principal may establish a plan to use grade level representatives who will work directly with the principal and specific faculty members. Specific names should be used in the ISCEP. There are many management plans which could be used and the principal is the person who best knows the plan which will work in his/her school. While some principals will want to use management systems such as department chairpersons others will want to establish a new system such as using faculty who already have a background in career education in forming a school career education steering committee.

IV. DETERMINING STAFF READINESS: Explain the procedure to be used for determining the current level of readiness (knowledge, skills,and attitudes) to implement career education (and/or assume leadership positions) and when the assessment will be done. Being aware of teacher readiness will be necessary in planning the appropriate teacher in-service training. A principal may want to use a self-assessment proceudre where faculty respond to their level of understanding of career education as well as previous implementation activities. Also, a summary of the extent to which faculty have participated in in-service activities over the past three (3) years is available from the Career Education Project Staff.

Additional Information: This activity should not be used to evaluate teachers and teachers should clearly understand that they are not being evaluated. However, determining staff readiness to include career education in the curriculum is an essential activity in the process of systematic implementation since faculty are the individuals who must implement the program.

One specific technique which may be used is a questionnaire which requests a faculty member to describe where they perceive themselves to be with regard to being ready to implement career education. If the questionnaire technique is used, it must be done in such a way that faculty members will candidly respond instead of trying to impress the principal. A sample questionnaire is attached.

V. DETERMINING STAFF DEVELOPMENT NEEDS: Explain how you will use the data obtained from determining staff readiness to identify staff development activities needed in the school. Provision should be made for meeting (1) overall faculty needs, (2) group needs, and (3) individual needs.

Overall faculty needs refer to experiences which would benefit all, or nearly all, of the faculty in a school. Group needs may relate to specific groups such as grade levels, subject areas, previously uninvolved teachers, or individuals who need the same specific assistance (re: there may be several faculty members who need to develop skills in more effective use of community resources). Individual needs might include such things as acquainting faculty members with specific instructional materials. It is not necessary to identify the specific staff development techniques which will be used in this section- only the kinds of needs. One approach to this section might be to prepare an analysis chart such as the one which is attached. A principal may want to involve leadership faculty (faculty organization) in this activity to help determine overall and group staff development needs.

VI. PROCEDURES AND SCHEDULES FOR STAFF DEVELOPMENT: A plan should be provided which will describe (1) the procedures which will be used to get faculty involved in appropriate staff development activities, (2) a schedule which provides for fulfilling staff development needs. The schedule should include the appropriate time when the staff development activity will be accomplished and who will be responsible for conducting the staff development.

Additional Information: This will serve as a management tool for the principal to determine progress toward implementing the career education program and help identify places which will need additional attention. This process will also let the faculty know that the principalis serious about the importance of implementing career education (commitment) and will reduce the subjectivity from the situation. The Department of Instructional Services will be able to provide considerable assistance with organizing for and conducting staff development activities. Attached is a statement called "Methods of Career Education In-Service for Teachers" which describes specific ways the Department of Instructional Services can aid principals in providing in-service activities.

VII. INITIAL IMPLEMENTATION SCHEDULE: Provide the method you will use to record when a faculty member begins to implement career education experiences which are appropriate to his/her instructional responsibilities and specifically what the faculty member plans to do. It may not be possible or appropriate to have all of this faculty information collected by November 1, but the method that will be used should be included with the ISCEP.

Additional Information: This is another item which can be used as a management tool. A principal may want to put this information in a chart form. The use of such a chart will provide the principal with an easy reference for monitoring progress and providing timely reinforcement to the faculty.

VIII. ENCOURAGING PROGRAM CONTINUATION: List and, when appropriate, describe the activities which will be done to let the faculty know that career education will be a continuing, integral part of the curriculum, not a short-term thrust. One technique that could be used is to request that each individual faculty member submit a plan of activities to be accomplished over the school year. A principal may want to organize this activity by grade level or subject area, but provision should be made for determining individual responsibilities.

IX. MONITORING AND FOLLOW-THROUGH: Provide the plans to be used to determine whether the school plan is actually being accomplished. Ideally some provision would be made for dealing qualitative (how well the activity is done) aspects as well as the quantitative (how much is done) parts. This should include provision for following through on Determining Staff Development Needs, Procedures and Schedules for Staff Development, Initial Implementation, Program Continuation, and Visibility Activities.

X. VISIBILITY ACTIVITIES: List the kinds of events and/or activities which will demonstrate the accomplishments of the career education program. For example, a special PTA meeting, a community-school day, or an exhibit at a shopping center would be kinds of visibility activities that provide exposure for the career education program. While all of these activities may not be known by the November 1 date for submitting the ISCEP, the information should be supplied to the appropriate Area Assistant Superintendent when it is known.

XI. COLLECTION OF EVALUATION INFORMATION: List the (1) kinds of information that will be collected to determine the progress toward implementing career education in your school, (2) how the information will be collected, and (3) who will receive a summary of the results. This information (data) should provide evidence regarding the success in meeting the "Minimum Standards" in the Principals Handbook. In most cases, the information will relate to activities accomplished by the faculty rather than student performance. For example, if one goal was that each teacher complete initial implementation of activities, the principal might want to plan some method to record the extent of success of the faculty. Many of these data will result from the monitoring and follow-through activities if good records are maintained. Study is currently under way to determine the best way to collect student outcome data.

XII. TIME-EVENT PLAN: Prepare a chart on which you can show when major events, activities, or milestones will take place. The majority of these can be found in other sections of the ISCEP. The chart should be complete enough to serve as a management tool which will illustrate what will be happening throughout the year. An example of a chart which might be used is attached. Additional blank forms are available.

SAMPLE

FACULTY QUESTIONNAIRE

Name _____ Teaching Assignment _____

School _____ Date _____ 19_____

Please complete all items on this questionnaire and return it to your principal. While your name is requested on the form, your response will remain confidential.

---

1. How much preparation have you received which is related to implementing career education? approx. hrs._____

2. Did you implement career education activities during the last school year? yes _____ no _____

3. If yes to item #2, list the activity(ies) which you accomplished.

   1) _____

   2) _____

   3) _____

   4) _____

   Use the other side of the sheet if more space is necessary.

4. Are you acquainted with career education materials (either commercially prepared or prepared for use in Fayette County) which are approximate for your area of responsibility in the school? yes _____ no _____

5. If in-service opportunities were to be made available for you, which of the following would be most desirable to you? (place a "1" next to your first choice, a "2" next to your second choice and an "x" to the least desirable choice)

   ____ A. After school sessions
   ____ B. Saturday session (with stipend)
   ____ C. In-Service days (system-wide)
   ____ D. Summer workshops
   ____ E. Other _____

6. Place a number from 1-5 next to the item(s) that indicates your degree of understanding of the item. Number "1" is high understanding, number "3" is average understanding, and number "5" is low understanding.

____ A. Career education goals which are appropriate for your educational level (elementary, junior high school, high school).
____ B. Career clusters and their relation to the instructional program at your educational level.
____ C. Kinds of student instructional activities which are appropriate subject area, grade level, and/or course.
____ D. Methods to use to accomplish guidance and self-development goals in the instructional program at your educational level.
____ E. Knowledge of world of work opportunities related to your educational responsibility.
____ F. List other similar competencies for which you feel you have an adequate understanding.

1) _____

2) _____

3) _____

7. List the things you think you will need to learn about or skills you need to develop to effectively implement career education activities. For example, review, study, and determine how career education materials can be blended into the regular curriculum or learn to effectively utilize field trips as an instructional method.

A. _____

B. _____

C. _____

D. _____

E. _____

8. Please make any comments about career education in the space which follows.

_____

_____

_____

_____

_____

_____

SAMPLE

ANALYSIS OF STAFF DEVELOPMENT NEEDS

FACULTY NAME	Orientation	Understand Instructional Responsibilities	Instructional Materials	Using Community Resources	Self-Development Responsibilities (Student)	Occupational Awareness (Faculty)	Career Clusters	Understanding Overall Program (1-12)	Leadership Development	OTHER (Specify)

METHODS OF CAREER EDUCATION IN-SERVICE FOR TEACHERS

In the development of the Individual School Career Education Plan (ISCEP), the matter of proper staff development will be a prime concern. Several methods of staff development have been identified below for consideration by principals in their planning. Of course, subject area coordinators and other personnel in the Department of Instructional Services (D.I.S.) will be available to assist principals in many of their teacher in-service plans, however, principals should contact desired individuals in order to determine the kinds of assistance that can be provided and to confirm date and time arrangements.

1. Faculty Career Education Orientation

   Depending on past involvement of faculties in career education, the amount of orientation needed will vary from school to school. This might be scheduled for one or more of the eight in-service days or for one or more faculty meetings. Some general orientation will probably be needed for the total faculty in addition to that at the department level.

2. Consultative Services

   Members of the Department of Instructional Services may be able to provide assistance to individual teachers, departments, grade levels, or total faculties. This could indlude introducing materials that have been developed, explaining how these materials have been utilized, and offering suggestions for implementation strategies. In some instances, the principal may wish to request assistance from other central office staff members, teachers or principals from other schools and/or individuals from outside the school system.

   Because of the system wide integration of career education into the curriculum, it may be necessary to coordinate the use of consultants. Members of the Department of Instructional Services can assist in identifying some consultants from within the school system, colleges and universities and the State Department of Education. However, it should be pointed out that staff development plans calling for heavy use of career education consultants might prove unwise since there is a limited number of such individuals who are available.

3. Workshops After School

   One strategy for staff in-service is to conduct one-hour workshops after school. In this way, assistance from personnel outside of the school would be available on a much broader scale than on in-service days only.

4. In-Service Materials for School Faculties

   Over the past three years, many kinds of career education instructional materials have been developed by personnel in this school system. These materials have been developed as part of the ongoing curriculum and not as separate career education units. Copies of such materials have already been disseminated to schools to varying degrees and will be available in the future. Because of the volume involved, copies of all materials for all teachers in a particular subject area or grade level cannot be guaranteed initially because of the obvious duplication and reproduction limitations.

5. Inter-Session Classes in June- 1977, August- 1977 and June- 1978

It is possible that teachers could be involved in such classes at the times mentioned. Should this type of staff training be desired as part of the Individual School Career Education Plan, the principal would need to work closely with the Department of Instructional Services in making the appropriate plans.

6. Summer Workshops (Stipends)

Summer workshops provide opportunities for curriculum development and/or revision plus the planning of other school activities and functions that are supportive of the goals of career education. In instances where principals wish to plan such workshops, any assistance from D. I. S. and/or other central office personnel should be planned well in advance.

7. Inter-School Visitation

Some staff training can be achieved through visitation with teachers in other schools. However, a one-time observation of a classroom may not be sufficient to observe the planning and implementation of an instructional program that has integrated career education concepts. Often-times teachers may visit for only part of a school day in order that their classes might be "covered" by fellow teachers.

8. Intra-School Visitation

(same as item 7)

9. College Courses

During the past three years, several college level career education courses have been offered for graduate credit. This method of staff development has proven to be quite effective in terms of the development of curriculum materials for classroom use. Since the number of participants in such classes would obviously be limited, principals and appropriate central office personnel would have to plan such activities carefully with higher education personnel in order to assure maximum benefits. Such classes might prove highly beneficial in the development of career education leaders within the schools.

METHODS OF CAREER EDUCATION IN-SERVICE FOR TEACHERS

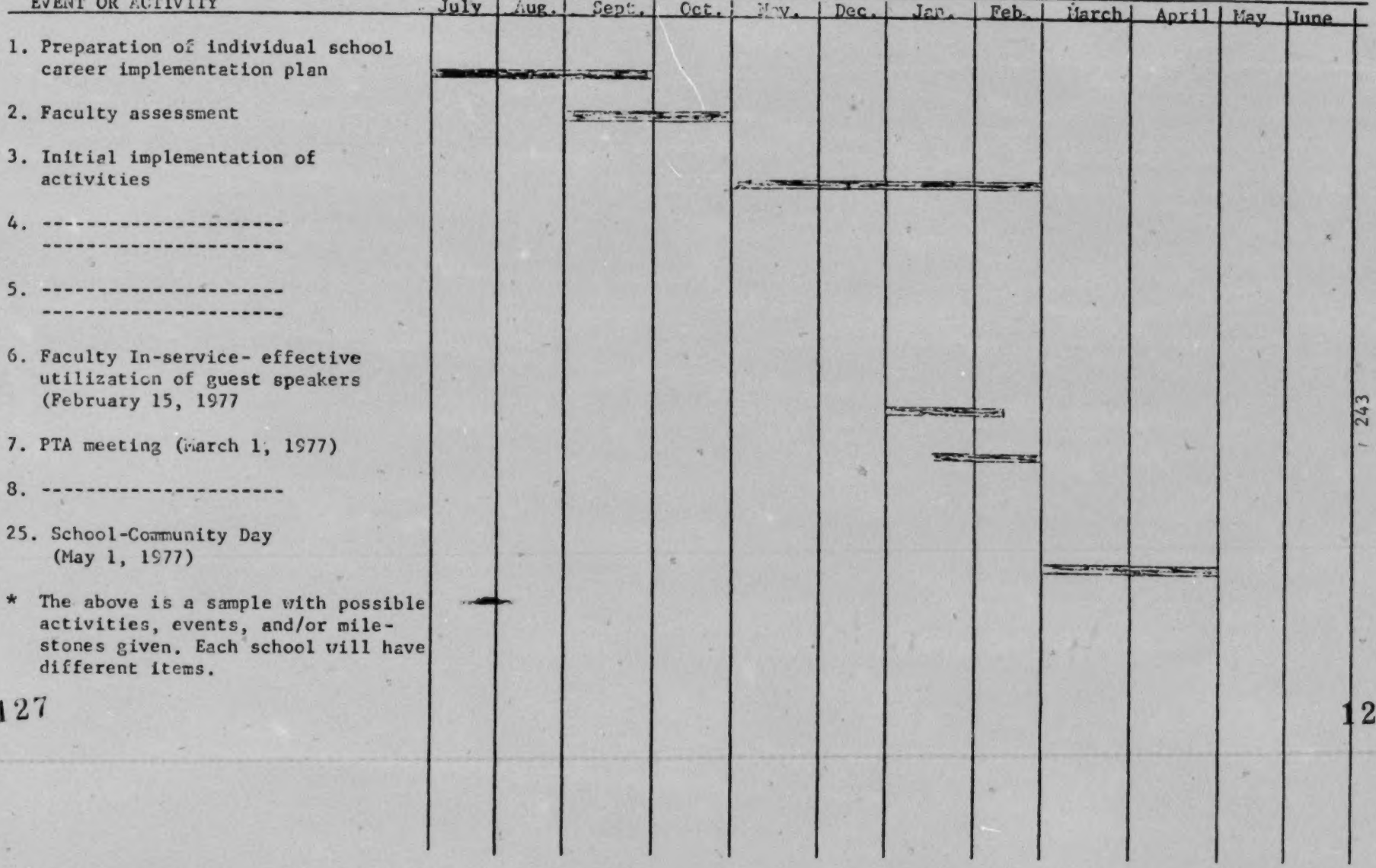
	Social Studies (Strong)	Science (Neal)	Math (Pelfrey)	Elementary L.A. (Mack)	Jr. High L.A. (Woods)	Sr. High L.A. (Jones)	Music-Art (Trivette)	Health/P.E. (Jones)	I.A. - Voc. Edu. (Murphy)	B. & O., Home Ec. D.E., Agri. Thomas)	Career Edu. Elementary	Career Edu. Secondary	Elementary (Brewer)	Secondary (Brown)
1. Faculty Career Edu. Orientation														
2. Consultative Services to: a. Principals b. Individual Teachers c. Departments (Subject Areas) d. Grade Level e. Total Faculty														
3. Workshops After School a. Individual Schools b. Cluster of Schools														
4. In-Service Materials For Faculty														
5. Inter-Session Classes In June '77, Aug. '77, June '78														
6. Summer Workshops (Stipends)														
7. Coordination of Inter-School Visitation (Released Time Organized within the School)	Any of the above individuals may be able to provide names of teachers or schools which have implemented career education programs in specific settings.													
8. Intra-School Visitation	Planning done within the school- assistance may be from above individuals.													
9. College Classes a. Open Enrollment, on-campus b. Open Enrollment, off-campus c. Team of Teachers to represent each school	The offering of college classes will be limited. Contact may be made with the above individuals to discuss the possibility according to the needs of the Individual School Career Education Plan.													

*SAMPLE

TIME-EVENT CHART

School_____

Year 19____ - 19____



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ELEMENTARY SCHOOL INSTRUCTIONAL MATERIALS LIST

List of Elementary Career Education Units

1st Grade

1. Kingdom of Could Be You Resource Unit
2. Kingdom of Could Be You - Activities
   - (a) Recreation & Hospitality
   - (b) Health
   - (c) Transportation
   - (d) Manufacturing
   - (e) Construction
   - (f) Public Services
   - (g) Personal Services
   - (h) Marketing & Distribution
   - (i) Environment
   - (j) Marine Biology
   - (k) Fine Arts & Humanities
   - (l) Consumer & Homemaking
   - (m) Business & Office
   - (n) Agri-Business
3. Resource Guide
   - (a) Listening Skills
   - (b) Perception - following direction
   - (c) Alphabetizing
   - (d) Matching
   - (e) Classification
   - (f) Sounds & letters
   - (g) Pre-writing skills
   - (h) Handwriting
   - (i) Counting
   - (j) Sets
4. All About Me (Self-Awareness Guide)
5. Mechanics gasoline station attendant
6. School teachers
7. School teacher, (special teachers)
8. School workers
9. The Principal
10. Career Clusters - Student Activities
11. Suggested Activities for Counselors
12. School Secretary
13. Discovering School Attitudes

2nd Grade

1. Dental Health
2. Bicycle Safety
3. Doctor, Nurse, Pharmacist
4. Water Transportation
5. Automobiles
6. Maps
7. Trains
8. Farming
9. Policeman
10. Buses
11. Trucking
12. Food
13. Playground Safety
14. Activities Resource Unit
15. Kite Construction
16. Planes
17. Fire Safety
18. Patriotism & Symbols of our Country
19. Halloween Safety
20. I'm Somebody Special (Self-Awareness Guide)
21. Using telephone Books

3rd Grade

1. Simple Machines

2. Resource Guide
   (a) Government
   (b) Shelter
   (c) Food
   (d) Sub systems -(SCIS)
   (e) Simple Machines
   (f) Life Styles
   (g) Clothing
   (h) Seasonal Workers
   (i) Telephone Workers
   (j) Ky. Derby
   (k) Dairy
   (l) Terrestial Unit (SCIS)
   (m) Aquatic Unit (SCIS)
3. I Look At Myself (Self-Awareness Guide)
4. Local Christmas Workers

4th Grade

1. All About Me (Self-Awareness Booklet)
2. Resource Guide
   (a) Light
   (b) Sound
   (c) Animal adaptation
   (d) Maps
   (e) Regions
   (f) Environment
   (g) Peer relationships
   (h) Relative position and motion
   (i) Publishing
3. Discovering Me (Self Awareness Guide)
4. Environmental Control
5. Domestic Animal Care
6. Mining
7. Manufacturing
8. Mathematics
9. Greenhouse Gardening
10. Where in the World Am I?
11. Polar Regions
12. Self-Awareness Activities
13. Plains
14. Mountains
15. Hot, Wet Regions
16. Deserts
17. Horticulture - SCIS - (in preparation)
18. Weather forecasting - SCIS - (in preparation)
19. Geometrical Shapes - SCIS
20. Marine Science
21. Communication, photography, SCIS (in preparation)
22. Environmental Control - SCIS - (in preparation)
23. Cartography - SCIS - (in preparation)

5th Grade

1. The Real Me (Self-Awareness Booklet)
2. Resource Guide
   (a) ecology
   (b) health
   (c) drugs
   (d) comparison of life style
   (e) advertising
   (f) early American exploration
   (g) government
3. Current Social Problems
   (a) drugs
   (b) parent-child relationships
   (c) government
   (d) inflation
   (e) crime
   (f) life styles
   (g) westward movement
   (h) advertising
4. Job Opportunities
5. Ecology
6. Newspapers

6th Grade

1. Math, (Cafeteria Manager)
2. Math, (Consumerism)
3. Math, (food buying & preparation)
4. Mathematics - Resource Unit
5. Marine Biology - Resource Unit
6. Social Studies - Resource Unit
7. Resource Unit
   (a) U.N.
   (b) Ancient Rome & Greece
   (c) Ecology systems
   (d) Magnets and electricity
   (e) Weather
   (f) Simple Machines
   (g) Radio & TV industries
8. Emotions are O.K. (Self-Awareness Guide)
9. Math (banking)
10. Math (height & weight)
11. Math (Environment)
12. Math (Auctions)
13. Farming the Ocean
14. Water
15. Air Pollution
16. Math (fractions)
17. Math (health occupations)
18. Science (fishing industry)
19. Water Pollution
20. Occupational Outlook
21. Writing & Publishing

Other Units

1. Primary Special Education, Career Education
2. Intermediate Special Education, Career Education
3. Lifetime Sports
4. Basic Movement
5. Drownproofing
6. Motor Development
7. Badminton
8. Fishing
9. Camping
10. First Aid & Safety
11. Intermediate Swimming
12. Beginning Swimming and Water Safety
13. Sterotyping in the Elementary School
    (a) Bibliography
    (b) Teacher Check List
    (c) Suggested Activities
14. Learning Centers
15. Student Calendars (Grades 1-6)
16. Radio Broadcasting (Upper Elem.)
17. Career Education Concepts.
18. Career Education Goals
19. Career Education, Elementary Model
20. Career Education Brochure
21. Bicycle Safety, (grades 3-6)
22. Elem. School CE Catalog
23. Student Interest Centers
24. Class Elections (Gredes 3-4)
25. Music, vocal
26. Discovering School Attitudes (Grades 1-6)
27. TO BE PREPARED SUMMER 1976
    1. additional fifth grade units
    2. Activities to involve parents in the classroom (grades 1-6)
    3. Supplementary Activities to coincide with Self-Awareness Booklets - (Grades 1-6)

JUNIOR HIGH SCHOOL INSTRUCTIONAL MATERIALS LIST

Junior High School Units/Activities

Subject Area	Grade	Description
Art	7,8,9	"Career Guidelines for Junior High School Art" describes an accumulation of activities/units developed by teachers for classroom use. Teachers may introduce these activities through units or independent of units, each being utilized for flexible periods of time as need and interest dicatate. A list of selected occupations relating, either directly or indirectly, to art has been compiled for quick reference.
Business		Personal Typewriting: A course of study outline has been developed which integrates the careers related to the business and office occupation with skilldevelopment. This unit includes information emphasizing career opportunities in the business/office area along with suggested class activities and career development activities for implementing this information into the regular classwork. Material references are also listed in the unit. Copies of these materials are in the hands of all business teachers, and there is a copy in each of the principal's and counseling offices. Typewriting I: A course of study outline has been developed which integrates the careers related to the business/office occupations with the necessary skill development for seeking one or more of these careers. Planning guide activities along with career development activities for implementing the career education into the regular classwork are included. Copies of these materials are in the hands of all business teachers and there is a copy in each of the principal's and counseling offices. Introduction to Business A course of study outline has been developed which integrates the careers related to business and office, and other related business careers into the regular classwork. This unit includes information emphasizing career opportunities in business along with suggested class activities and career development activities for implementing this information into the regular classwork. Material references are also listed in this outline. Copies of these materials are in the hands of all business teachers, and there is a copy in each of the principal's and counseling offices.
Foreign Language		French 7th and 8th grade; French Conversation; French I: Twenty-five activities developed by teachers are available for classroom implementation. These activities explore elements of several clusters. Skill development and career related activities are integrated.

Subject Area	Grade	Description
Home Economics	7	A course of study outline has been developed which focuses on the orientation to, and the development of basic skills and techniques of, six areas (personal development, clothing, housing, foods, consumer education, and child development). Integrated into the program are suggested class activities and career development activities planned to show relationships and applications of each area to careers. Material references are also listed in the unit. Copies of these materials are in the hands of all home economics teachers, and there is a copy in each of the principal's and counseling offices.
	3	A course of study outline has been developed which focuses on the exploration of, and the development of greater skills and techniques of, six areas (personal development, clothing, housing, foods, consumer education, and child development). Integrated into the program are suggested class activities and career development activities planned to acquaint the student with careers related to home economics, and to show the necessary skills development for there careers. Material references are also listed in this unit. Copies of these materials are in the hands of all home economics teachers, and there is a copy in each of the principal's and counseling offices.
	9	Comprehensive Home Economics I and Singles Living: A course of study outline has been developed for each of these courses which focuses on preparation for entry into careers related to home economics through skills and techniques development. Suggested planning guides, suggested class activities and career development activities are included in the units. Material references are also included in the unit. Copies of these guides are in the hands of all home economics teachers, and there is a copy in each of the principal's and counseling offices.
Industrial Arts	7	An introduction to "construction" will constitute the major activity with a minor emphasis on "communication and media."
	8	An introduction to "manufacturing" will constitute the major activity with a minor emphasis on "transportation."
	9	A more intensive or in depth exploration at this level is the primary focus. Planning has included emphasis on construction, manufacturing, and transportation. Each of these will be dealt with in a different twelve-week module including a review of the many related careers or jobs available. Guides have been developed for each teacher.
Language Arts	7,8,9	Career Education activities are integrated into all thematic units of the seventh, eighth, and nineth grade levels. All units developed have been distributed to teachers. Not all teachers, however, are using the units developed for their respective grade level.

Subject Area	Grade	Description
L. A. (Con't)	7	You and The Newspaper: The Handicapped: Excitement at Your Elbow; It Ain't My Fault; Language Comes Alive; Growing Up Around The World
	8	The Family; Media and The Consumer: Be Good Sports, Fans; The Other American
	9	Communications: Inside/Out; Isolation; Leisure Time; The Weird and The Way-out; Survival; A Sound of Different Drummers.
Math	7,8,9	Activity cards indexed by cluster and cross-referenced to available community resources have been developed for classroom use. Activities relate to whole numbers, decimals and percents, ratio and proportion, fractions, consumer math, algebra, informed geometry, and geometry.
Music	7,8,9	Activities have been developed for classroom use. Additionally, the curriculum guide has been revised with increased focus on career education.
Physical Education	7,8	Eleven physical education activities and six health education activities relating to the Hospitality and Recreation and the Health Careers clusters have been developed for classroom use.
Science		Activities developed correlate to selected investigations at each grade level. Community resources are identified for each activity. The number of activities at each level are:
	7	IMB-18
	8	IET-21
	9	IIS-12; IIE-16
Social Studies	7	Orientation to Junior High School: As the student experiences interaction with the teachers, principals, counselors, custodial workers, and cafeteria workers emphasis is placed on different aspects of the work as well as on the person. Myself and Others: An important element in career education is self-understanding. In the unit, Myself and Others, the student will achieve objectives related to acceptance of self, examination of feelings and emotions, how to deal with anger and clarification of values. Curriculum Guidelines: These are guidelines for correlating the use of the textbook, Sources of Identity, with the units on the Far East, Southeast Asia, India, the U.S.S.R., and Eastern Europe. Learning Through Inquiry, Each student is given a specific job description as he/she works as a member of a team assigned a learning task. The textbook deals with the work of the social scientists which is Public Service Careers.

Subject Area	Grade	Description
Social Studies (Con't)	8	Decision-Making: To build on the self-understanding theme begun in Level VII, this unit was developed with four major objectives in mind: (1) the student will be provided with the knowledge of the steps involved in the decision-making process and will be provided with opportunities to practice the skills required in making good decisions; (2) the student will have opportunities to clarify his/her values as they relate to making decisions; (3) the student will explore the transportation careers employing the decision-making process; (4) after the completion of this unit the student will continue applying the decision-making process to selected incidents in U.S. History by analyzing and evaluating the decisions that were made during these incidents. Exploration to American Revolution: The students will examine topics such as the following: Forces Underway in Europe; Africa and Asia; Major Explorers and Their Contributions; Effects of Exploration; Comparison with Space-Age Exploration; and Careers Related to Exploration; Colonial Era; The American Revolution; and, Developments in Kentucky During This Period.
	9	Who Am I? To further increase the student's knowledge of self this unit deals with concerns such as Who Am I? Where Am I Going? What are My Interests? What are some of the things I really enjoy doing, including work and hobby-type things? What are My Aptitudes, Strengths, Limitations? Which school subjects do I like Best? Least? I BEAM (Self Instructional Unit): Public Service Federal Government And State Government: The student will examine the relationship of the citizen to the national and state government: in the executive, legislative, and judicial branches. To help the student gain an understanding that people causes government to function, he/she will be involved in role-playing of government officials on both the national and state levels. At the same time the student will experience what a government official's job is like Citizenship in Practice: The careers of local government officials and related jobs will be explored. As a citizen of the classroom, the school community, and the local community, the student will be given opportunities to identify problems these groups face as they learn to live and work together: e.g., he/she can help establish the objectives for the course, the learning activities, and ways to evaluate the work done in the course. The students can decide on and establish the rules to be obeyed in the classroom.

Subject Area	Grade	Description
Social Studies (Con't)	9	Law: The laws that affect juveniles will be examined. If possible a lesson on law will be taught by a lawyer. The student will have personal contact with juvenile court officials, school security guards, and possibly other law enforcement officers on the local, state, and national levels. Focus will be on the work of these officers as well as how their department is a component of the related to local, state, and national government. The student will be provided with experiences that should foster positive attitudes toward law enforcement officers and the understanding that laws are for the protection of each individual including teenagers. Economics: Topics to be covered include the following: An verview of the Study of Economics The American Economic System How American Goods Are Produced and Marketed How Americans Manage Their Money Problems the American Economy Faces Focus will be on the American teenager and how he/she is affected by economic conditions. NOTE: If sufficient copies of the above materials are not available, the respective subject area coordinator in the Department of Instructional Services should be contacted.

HIGH SCHOOL INSTRUCTIONAL MATERIALS LIST

Career Education Materials

Senior High School

Subject Area	Materials Description
Business Education	A course of study outline has been written for all of the business courses taught in the four senior high schools. Included with the outlines are suggested planning guides and career development activities to help integrate career education into the regular business program. Copies of these materials have been distributed to all the business teachers and the principal's and counseling offices.
Distributive Education I	A course of study outline has been developed which integrates exploration of careers related to the Distributive Education occupations. Integration of Career Education into Distributive Education III and IV will be completed in the near future. Copies of these outlines are in the hands of all D. E. teachers, and there is a copy in each of the principal's and counseling offices.
English	See Appendix A
Foreign Language	See Appendix B
Home Economics	A course of study outline has been written for all the Home Economics Courses taught in the four senior high schools. Included with the outlines are suggested planning guides, class activities and career development activities to help integrate career education into the regular Home Economics program. Copies of these materials are in the hands of all the Home Economics teachers, and there is a copy in each of the principal's and counseling offices. Several individual Home Economics activities have been written.
Industrial Arts	Many of the common career education goals are met through the on going curriculum. This, in turn, has created less need to develop new curriculum materials and activities than has been the case for many curriculum areas. Instructional materials that have been developed by the Industrial Arts teachers include: 1. Curriculum outlines of all 12-week courses including course objectives, content outline, activities and materials and equipment. These materials have been prepared in order to meet the

common career education goals. All senior high industrial arts teachers were provided with indexed notebooks containing copies of all materials.

2. Several specific career development activity forms are available on the following topics:
   a. Electricity and Electronics Technology
   b. Metals Technology
   c. General Woodworking
   d. Construction
   e. Manufacturing

Math

The following materials have been developed for career education in Mathamatics.

A. Activity cards indexed by cluster and cross-referenced to available community resources. Topics included are:
   1. Algebra
   2. Geometry
   3. Consumer Math
   4. Computer Science
   5. Advanced Math (Probability, Statistics, Analytics, Calculus, and Trigonometry)

B. A Bibliography of Career Education materials for secondary school mathematics listing sources and costs of most available materials.

Music

Several activities have been written by teachers for the following Music areas:

A. Vocal Music
B. Band and Orchestra
C. General Music
D. Advanced Musicianship
E. Music History and Appreciation

Physical Education and Health

Ten Physical Education activities and eight Health Education activities relating to the Hospitality and Recreation and the Health Careers Clusters have been developed. These have been sent to all Senior High Health and Physical Education Teachers. These activities are designed to be integrated into the regular Senior High Health and Physical Education Curriculum.

Science

Resource activities have been developed for all levels of Biology and Chemistry and are referenced to particular sections of each course. These materials have been distributed to teachers and additional courses are available from the office of the Science coordinator.

Twelve-week modulus for Physical Science topics have been and are being developed for specific interest orientation. These activities will also be referenced to physics investigations when applicable.

Social Studies

The following listed materials are available in the office of the Social Studies Coordinator:

A. Phased-Elective Course outline which contain suggestions on how to explore the Public Service Careers that are related to that particular course.
B. General Recommendations for Implementation of Career Education in Phased-Elective Social Studies.
C. Role of the Social Studies Teacher in Career Education.
D. Career Education in Political-Economic U.S. History Courses.
E. Career Education in Social-Intellectual U.S. History Courses.
F. Career Education in Foreign Policy U.S. History Courses.
G. Career Education in Anthropology courses (Includes Bibliography)
H. Career Education in Psychology Courses (Includes Bibliography)
I. Career Education in Sociology Courses (Includes Bibliography)
J. Career Education in Economics Courses (Includes Bibliography)
K. Career Education in Geography Courses (Includes Bibliography)
L. Career Education in Political Science Courses (Includes Bibliography)
M. Career Education in World History Courses (Includes Bibliography)
N. PLANNING GUIDES: These are guidelines prepared by Social Studies Teachers (Major part in the pilot school (Lafayette)) to help teachers implement career education in the classroom.
O. List of Public Service Careers.
P. Careers for women in the 70's
Q. A list of Local Governmental Agencies (Includes addresses and Tepephone numbers).
R. Career Education in the Academic Classroom - a book
S. Psychology of Career Selection and Success course guide.

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
Division of Secondary Curriculum and Instruction
701 East Main Street
Lexington, Kentucky 40502

CAREER DEVELOPMENT ACTIVITIES
(Alphabetically Arranged by Course)

1. Advanced Classical Mythology, 05AR34

2. Advanced Exposition, 054405
   a. Discussion and Theme on Death
   b. Writing a Terrible Essay

3. Advanced Placement, Eleventh 057005, 057105, 057205

4. Advanced Placement, Twelfth, 057305, 057405, 057505
   a. Existentialism, Twelfth B, 057405

5. Advanced Reading Skills, 053204

6. Advanced Vocabulary Development, 055704
   a. Affixes
   b. Word Ancestries
   c. Word Meanings
   d. Word Power

7. Black Americans, 051502

8. Black Vocies, 053304

9. Building Word and Sentence Power, 05AN01

10. The Changing Hero, 051703

11. Colloquium, 053504
    a. Law Enforcement
    b. Symbols

12. The Comic Spirit of America, 051803
    a. Advertising
    b. Cartooning and Comic Strips

13. Composition Through Literature, 053604
    a. Fiction Criteria

14. Contemporary Drama, 051945

15. Contemporary Novel, 052003
    a. Future Occupational Changes

16. Contemporary Poetry and Song, 050412
    a. Anagram Poems
    b. Recording a Song

17. Creative Composition, 050902
    a. Anagram Poems
    b. Cartoons
    c. Creating Humor Through Shapetoons
    d. Greeting Card Writers
    e. Making His Bag
    f. Point of View
    g. Sensory Awareness
    h. Submitting to a Publisher
    i. Writers' Quotation on Writing
    j. Writing a Kooky Paragraph
    k. Writing Letter-Word Poems
    l. Writing Occupations
    m. Writing Repeated Word Poems
    n. Writing Short Stories or Plays. Open-ended Situations.
    o. Writing Who-What-When-Why Poetry

18. Creative Writing Workshop, 052504
    a. Publishing a Literary Magazine
    b. Submitting to a Publisher
    c. The Name's the Same
    d. Writers' Quotations on Writing
    e. Writing Mystery Stories

19. Current Non-Fiction, 052103
    a. Writing Nonfiction

20. Debate, 054245
    a. Trials

21. Developmental Reading, 052203

22. Drama Activities, 054535

23. Drama for Enjoyment, 050512
    a. Theatre Production

24. Exploring the Mass Media, 050612
    a. Advertising
    b. Printing and Visiting a Newspaper
    c. Photography
    d. Radio Careers
    e. Radio Messages
    f. T.V.

25. Expository Composition, 052303
    a. Senior High Essay Writing

26. Folklore and Myths, 051002
    a. History of Need for Oral Communication

27. Great Ideas Seminar, 054605
    a. Justice and Government

28. Group Discussion, 050101
    a. Law Enforcement
    b. Panel Discussion Format

29. The Heroic Mode, 054805

30. Highlight of American Literature, 052634
    a. Style and Scenes Representing Careers from Literature

31. Highlights of English Literature, 052734

32. Ideas Into Words, 050201

33. Independent Research Seminar, 052935
    a. Career Choice Theme

34. Indepentent Study, 059900

35. Individualized Reading, 055100

36. Interpretive Acting, 053035
    a. Interpersonal Relationships

37. Introduction to Humanities, 051102

38. Journalistic Production, 051623
    a. Advertising Make-up
    b. Layout Evaluations of Senior High School Newspaper
    c. News Copy
    d. Typology

39. Journalistic Writing, 053704
    a. Investigative Reporting
    b. News and Features, Policies, and Jobs
    c. News Cast
    d. Newswriting
    e. Writing Radio News Stories

40. Language for Everyday Needs, 055901
    a. Interviews

41. Literary Tempers and the Arts, 054345

42. Literature of the Bible, 053804
    a. Teaching a Bible Class

43. Logical and Critical Thinking, 052834
    a. Developing an Advertisement for an Artificial Product
    b. Mysteries
    c. Political Elections
    d. Reasoning Fallacies

44. Medical and Legal Terminology, 05AQ34

45. Modern Lyricists, 05AM34

46. Musical Broadway Plays, 053134

47. Newspaper Practicums
    a. Collateral Readings on Working Journalists

48. Oral Interpretation, 055200
    a. Choral Reading
    b. Reader's Theatre Introduction

49. Paperback Parade, 051202
    a. Advertising Criteria
    b. Run, Baby, Run and Clergy

50. Poetic Images, 052403
    a. Analysis, Interpretation, Writing
    b. Writing Repeated-word Poetry
    c. Writing Who-What-When-Where Poetry

51. Poetry Seminar, 054705

52. Radio and Television Production, 05AP35

53. Reading Improvement, 050301

54. Reading Practice for Vocations and Careers, 050702

55. Shakespeare' Comedies, 053904
    a. Play Cuttings and Costuming
    b. Role of Clown in Life

56. Shakespeare's Tragedies, 054004

57. Short Fiction, 054104
    a. Learning to Accept Unusual People

58. Short Stories, 051302
    a. Crutches
    b. Point of View
    c. Writing Short Stories or Plays, Open-ended Situations

59. Speech, 055300
    a. Communication Procers
    b. Interviews
    c. Trials

60. Speech Activities, 055435

61. Study Skills, 051402

62. Survey of Theatre Production, 055500
    a. Costumes: Period
    b. Flats

63. Themes in World Fiction, 054905

64. Theory of Stage Design, 055600
    a. Costumes: Period
    b. Flats

65. Twentieth Century Novelists, 055005
    a. Future Occupational Changes

66. Using Better English, 055803

67. Yearbook Practicums

SOPHOMORE ENGLISH

1. Voicies A, 059012

2. Voicies B, 059112
   a. Assessing Self and seeking a Job
   b. Career Bingo
   c. Letters Equal Words

3. Voicies C, 059212
   a. Assessing Self and Seeking a Job
   b. Career Bingo
   c. Letters Equal Words
   d. Public Elections

4. Communicating through Fiction, 059503, 059845
   a. Actual Writing of a Short Novel
   b. Assessing Self and Seeking a Job
   c. Career Bingo
   d. Dialogue in Composition or Drama
   e. Differing Roles of a Person
   f. Shapetoons
   g. Short Story Evaluation
   h. Writing Mysteries
   i. Writing Paragraphs from Word Lists
   j. Writing Short Stories or Plays -- Open-ended Situations

5. Communication Through Poetry and Drama, 059403, 059745
   a. All Life Careers
   b. Assessing Self and Seeking a Job
   c. Career Bingo
   d. Dialogue in Composition of Drama
   e. Drama: Julius Caesar
   f. Julius Caesar Newspaper
   g. Julius Caesar Related Careers
   h. Poet
   i. Poetry and Photography
   j. Poetry Unit
   k. Shapetoons
   l. Theatrical Careers
   m. Writing Letter - Word Poems

6. Communication Through Essay, 059303, 059645
   a. Career Bingo
   b. Job Simulation
   c. Parental Jobs and Interviews
   d. Writing Careers

FAYETTE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
Division of Secondary Curriculum and Instruction
701 East Main Street
Lexington, Kentucky 40502

FOREIGN LANGUAGE

CAREER DEVELOPMENT ACTIVITIES

French

French, 7th Level

1. Sports

French, 8th Level

1. Creative Writing
2. Customs Inspector
3. French-speaking Countries and Job-Career Opportunities

French Conversation

1. Butcher Shop Simulation

French I

1. Advertising (2)
2. Bakery
3. Bus Simulation
4. Career Clusters
5. Career Clusters Map Activity
6. Family Names Reflect Job Clusters
7. Interior Decorating
8. International Airport Simulation
9. Letter Writing, Business or Friendly
10. Letter Writing, Business or Friendly Follow-up
11. Letter Writing, Friendly
12. Museum Shop Simulation
13. Restaurant Simulation
14. Sports
15. Stewardess Simulation
16. Subway Simulation
17. Taxi Simulation
18. Train Trip Simulation
19. Wedding Ceremony
20. Zoo Attendant

French II

1. Advertising
2. Bakery
3. Banking

French II (Continued)

4. Car Parts
5. Cinima Simulation
6. Clothing Store Simulation
7. Creperie
8. Doctor's Visit Simulation
9. Education
10. Hotel and Motel Simulation
11. Letter Writing
12. Letter Writing, Business or Friendly
13. Letter Writing, Business or Friendly, Follow-up
14. Media Interview Simulation
15. Military Service
16. Newspaper Production Simulation
17. Policeman Simulation
18. Real Estate Office Simulation
19. Restaurant Simulation
20. Service Station Simulation
21. Store Selling Commodities
22. Talk on Career Choice
23. Tourism: Cinema Simulation
24. Tourism -- Tour Guide
25. Travel Agency
26. Vocabulary Interchange

French III

1. Banking
2. Butcher Shop Simulation
3. Car Parts
4. La Concierge
5. International Traffic Signs
6. Letter Writing, Business
7. Media Interview Simulation
8. Montmartre Artists
9. Police Simulation
10. Real Estate Office
11. Rent-a-Car Agency Simulation
12. Restaurant Simulation (2)
13. Selling in a Supermarket
14. Service Station Simulation
15. Stewardess Simulation
16. Sports
17. Telephone Calls
18. Train Trip Simulation
19. Translators

French IV, V

1. Butcher Shop Simulation
2. Communications and Translators
3. Diplomat, Interpreter
4. Hotel and Motel Simulation
5. Letter Writing, Business
6. Translators

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FAYETTE COUNTY PUBLIC SCHOOLS
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FOREIGN LANGUAGE

CAREER DEVELOPMENT ACTIVITIES

Spanish

Spanish Conversation

1. Bargaining En El Mercado

Spanish I

1. Advertising (2)
2. Bakery
3. Career Clusters
4. Career Clusters Map Activity
5. Family Names Reflect Job Clusters
6. Food
7. Grocery Store (Small)
8. Interior Decorating
9. Letter Writing, Friendly
10. Metric System
11. Mexican Monetary System
12. Monentary System
13. Monetary Units of Latin America
14. Museum Shop Simulation
15. Radio and TV Weather Forecaster Simulation
16. Restaurant Simulation
17. Subway Simulation
18. Words from Spanish used in English
19. Zoo Attendant Simulation

Spanish II

1. Advertising (2)
2. Bakery
3. Banking
4. Car Parts
5. Clothing Store Simulation
6. Doctor's Visit Simulation
7. Education
8. Hotel and Motel Simulation
9. International Airport Simulation
10. Letter Writing, Business
11. Media Interview Simulation
12. Mexican Monetary System
13. Military Service
14. Newspaper Production Simulation

Spanish II (Continued)

15. Police and Traffic Laws
16. Policeman Simulation
17. Post Office
18. Real Estate Office Simulation
19. Restaurant Simulation
20. Service Station Simulation
21. Shopkeepers: Bargaining
22. Spanish Words Derived from English
23. Store Selling Commodities
24. Talk on Career Choice
25. Train Trip Simulation
26. Travel Agency
27. Vocabulary Interchange

Spanish III

1. Banking
2. Butcher Shop Simulation
3. Car Parts
4. International Traffic Signs
5. Letter Writing, Business (2)
6. Media Interview Simulation
7. Museum Attendant Simulation
8. Police and Traffic Laws
9. Policeman Simulation
10. Real Estate Office Simulation
11. Rent-a-Car Agency Simulation
12. Restaurant Simulation (2)
13. Selling in a Supermarket
14. Service Station Simulation
15. Stewardess Simulation
16. Telephone Calls
17. Train Trip Simulation
18. Translators

Spanish IV, V

1. Butcher Shop Simulation
2. Cinema Simulation
3. Communications and Translators
4. Doctors/Hospitals/Nurses
5. Hotel and Motel Simulation
6. Letter Writing, Business (2)
7. Male and Female Roles
8. Social Services
9. Translators

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FOREIGN LANGUAGE

CAREER DEVELOPMENT ACTIVITIES

Latin

Advanced Classical Mythology

1. Allusions
2. Gods and Goddesses
3. Roman Underworld

Caesar

1. Advertising
2. Military

Cicero

1. Argument
2. Architecture (construction)
3. Classical Archaeology
4. Oration

Latin I

1. Construction
2. Education
3. Festivals and Holidays
4. Olympics Games
5. Roman House
6. Scientific Names of Animals
7. Terms--Science and Math
8. Word Families
9. Zodiac
10. Zoo

Latin II

1. Aerospace

Martial, Juvenal, Pliny

1. Construction
2. Rhymes

Medical and Legal Terminology

1. Health Terms
2. Legal Terms
3. Medical Product Names
4. Pharmacy

Ovid

1. Creative Writing
2. Metamorphoses

Roman Comedy

1. Costume and Architecture , Homes
2. Play Production
3. Stock Characters
4. Writing Plays

Roman Culture

1. Dress
2. Heritage from Roman Culture
3. Human Engineering Lab
4. Music
5. Slaves
6. Time Machine

Virgil II

1. Culture
2. Word Stories

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ELEMENTARY
SCHOOL
ORGANIZING
SCHEME

ELEMENTARY MODEL

	Curriculum Emphasis	Cluster Emphasis
1st Grade:	Home, family, school, manners, school safety, organisms and material objects. Communication: talking and listening	Ideas from any cluster
2nd Grade:	Health, patriotism, growth and development, transportation, postal workers, bicycle safety, fire safety.	Health Occupations, Transportation
3rd Grade:	Government, food, clothing, shelter, simple machines, life styles, populations and sub-systems, telephone workers.	Manufacturing, Construction, Public Services.
4th Grade:	Light and sound, animal adaption, growth and development (health and plants), maps, regions, environment (cold areas, jungles, plains, deserts), peer relationships, relative position and motion, publishing.	Business and Office Occupations, Hospitality and Recreation
5th Grade:	Ecology, health, drugs and effects, comparison of life styles, advertising, Early American exploration, government.	Marketing and Distribution, Agri-Business and Natural Resources, Manufacturing, Environment, Consumerism
6th Grade:	U.N., Ancient Rome, Greece, Middle Ages, Eco-systems, models, magnets and electricity, weather, simple machines, radio, TV, motion pictures.	Fine Arts and Humanities, Marine Science (when applicable)

JUNIOR
HIGH
SCHOOL
ORGANIZING
SCHEME

JUNIOR HIGH SCHOOL

ORGANIZING SCHEME

Cluster Assignments

An approach to the exploration of the world of work has been done through the use of career clusters. One clustering plan has been developed by the U.S.O.E. The fifteen U.S.O.E. clusters are:

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media Occupations
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-business and Natural Resources Occupations
8. Marine Science Occupations
9. Environmental Control Occupations
10. Public Service Occupations
11. Health Occupations
12. Hospitality and Recreation Occupations
13. Personal Service Occupations
14. Fine Arts and Humanities Occupations
15. Consumer and Homemaking Occupations

Although it is not all-inclusive, a more definitive breakdown of each cluster and its sub-elements can be found in "An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education," prepared by Grayson County College, Sherman/Dennison, Texas. A copy of this publication has been placed in each school or is available from the Department of Instructional Services. A partial breakdown is included in this section of the career clusters.

Subject Area Cluster Responsibilities

One way to ensure that students will be exposed to the previously mentioned clusters is for various subject matter areas to assume the responsibility of including experiences relating to specific clusters or elements of clusters in their courses. In other words, a subject matter area would be responsible for exposing students to career concepts related to the subject matter area.

Various subject matter areas relate differently to career clusters. Some relate to nearly all elements of a cluster while others relate only to certain elements of a cluster while others relate only to certain elements of a cluster, and others have only indirect or a peripheral relation to a cluster. Those subject matter areas responsible for the knowledge and skills for performance in a cluster or clusters, were expected to assume primary responsibility for that cluster or clusters.

When the combined knowledges and skills of more than one subject are required to adequately explore a cluster, subject matter areas would identify the elements that are most clearly related and would have partial responsibility for the cluster.

Suggested Career Cluster Responsibilities

As a point of departure, suggested career cluster responsibilities have been identified as follows. These are merely the best estimates made by individuals without extensive understanding of the subject matter areas.

Suggested Subject Area Cluster Responsibilities

SUBJECT MATTER AREA	PRIMARY RESPONSIBILITY	PARTIAL RESPONSIBILITY
Language Arts	Communications and Media	Fine Arts and Humanities
Social Studies	Transportation, Public Service	Environmental, Personal Services
Science	Marine Science, Agri-Business and Natural Resources	Environmental, Health
Math	Marketing and Distribution	Consumer and Homemaking Transportation, Construction
Physical Education (Health)	Hospitality and Recreation	Health
Home Economics	Consumer and Homemaking	Personal Services
Industrial Arts	Construction, Manufacturing	Communications and Media, Transportation
Foreign Languages		Public Services, Communications and Media
Art		Fine Arts and Humanities Communications and Media
Music		Fine Arts and Humanities Communications and Media
Typewriting and General Business	Business and Office	

NOTE: The above responsibilities are not intended to restrict a subject area only to what is suggested on this document. Those subject areas desiring to deal with clusters not listed as part of their responsibility are encouraged to do so. When so doing, an effort should be made to eliminate unnecessary duplication of activities already assigned to another subject area.

HIGH SCHOOL ORGANIZING SCHEME

Organizing Scheme For

Senior High School

As students experience career development activities in the elementary and junior high schools over the next few years, hopefully they will be able to make some decisions by the time they enter the 10th or 11th. concerning areas of career interest. When this happens, it is the schools responsibility to be able to provide information and experiences which will assist students to determine whether or not to pursue these areas of interest. By assigning career cluster responsibilities to subject areas, students should get a wide spread overview of the various clusters as well as being able to get some concentration if desired.

Career Cluster assignments range from primary responsibilities to partial responsibilities by subject areas. The assignments were made because of the relationships between subject area and careers in the career clusters. The assignments were not meant to be restrictive but to serve as an organizing plan. If each carcer cluster is broken down for enough relationships between the cluster and all subject areas would be evident.

The career clusters are the U.S. Office of Education clusters and the breakdowns are from An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education. The breakdowns are not meant to be all - inclusive of any cluster.

Subject Area
Agriculture

Primary Career Cluster Responsibility

1. Agribusiness and Natural Resource
   - A. Support and Regulation
   - B. Research
   - C. Forestry
   - D. Land and Water Management
   - E. Productive Agriculture
   - F. Processing and Marketing
   - G. Service

Partial Career Cluster Responsibility

1. Consumer and Homemaking Related
   - A. Extention Service

Art

Primary Cluster Responsibility

None

Partial Cluster Responsibility

1. Fine Arts and Humanities
   - A. The Visual Arts
2. Marketing and Distribution
   - A. Sales Promotion and Training
3. Communication and Media
   - A. Motion Pictures
   - B. Radio and TV Broadcasting

Business Education

Primary Cluster Responsibility

1. Business and Office
2. Marketing and Distribution

Partial Cluster Responsibility

1. Health
   - A. Administration of Health Services

Partial Cluster Responsibility Con't

2. Manufacturing
   A. Management

3. Public Service
   A. Administrative and Regulatory Services
   B. Urban Development
   C. Education
   D. Post Office

4. Transportation

Distributive Education

Primary Cluster Responsibility

1. Marketing and Distribution

Partial Cluster Responsibility

1. Communication and Media
   A. Telephone and Telegraph
   B. Recording Industry
   C. Radio and TV Broadcasting

2. Manufacturing
   A. Management

English

Primary Cluster Responsibility

1. Communication and Media
   A. Journalism
   B. Motion Pictures
   C. Recording Industry
   D. Radio and TV Broadcasting

Partial Cluster Responsibility

1. Fine Arts and Humanities
   A. The Performing Arts
   B. Occupation in writing

Foreign Languages

Primary Cluster Responsibility

None

Partial Cluster Responsibility

1. Fine Arts and Humanities
   A. Language and Lingustics

2. Marketing and Distribution
   A. Purchasing
   B. Sales Promotion and Training

3. Business and Office
   A. Secretarial
   B. Management

4. Transportation
   A. Airborne
   B. Water

5. Communication and Media
   A. Journalism
   B. Motion Pictures
   C. Telephone and Telegraph
   D. Radio and TV Broadcasting

Home Economics

Primary Cluster Responsibility

1. Consumer and Homemaking Education
2. Personal Services

Partial Cluster Responsibility

1. Fine Arts and Humanities
   - A. The Visual Arts

Industrial Arts

Primary Cluster Responsibility

1. Construction
2. Manufacturing
3. Transportation

Partial Cluster Responsibility

1. Communication and Media
   - A. Telephone and Telegraph
   - B. Satellite and Laser Transmission
2. Fine Arts and Humanities
   - A. Architerture

Math

Primary Cluster Responsibility

None

Partial Cluster Responsibility

1. Business and Office
   - A. Accounting
   - B. Computer
   - C. Finance - Insurance- Real Estate
2. Communication and Media
   - A. Telephone and Telegraph
   - B. Satellite and Laser Transmission
3. Construction
4. Fine Arts and Humanities
   - A. Archetecture
5. Manufacturing
   - A. Scientists
   - B. Engineers
   - C. Technicians
6. Marine Sciences
   - A. Mineral and Chemical Extractions
   - B. Off-Shore Drilling
   - C. Marine Technology & Engineering
7. Marketing and Distribution
   - A. Retail Business Services
8. Public Services
   - A. Public Utilities

Music

Primary Cluster Responsibility

None

Partial Cluster Responsibility

1. Fine Arts and Humanities
   - A. The Performing Arts
   - B. Religion and Theology - Music Part
2. Health
   - A. Professional Medical Support Personnel
     1. Music Therapist

Physical Education and Health

Primary Cluster Responsibility

1. Health

Partial Cluster Responsibility

1. Recreation and Hospitality (Tourism)
   - A. Public, Industrial, and Private Recreation
   - B. Recreation concerned with Natural Resources
2. Public Services
   - A. Public Health
   - B. Parks and Recreation
   - C. Education

Science

Primary Cluster Responsibility

1. Agribusiness and Natural Resources
2. Environment
3. Health
4. Marine Science

Partial Cluster Responsibility

1. Communications and Media
   - A. Telephone, and Telegraph
   - B. Satellite and Laser Transmission
2. Consumer and Homemaking Education
   - A. Food
3. Manufacturing
   - A. Scientists, Technicians and Engineers
4. Personal Service
   - A. Domestic Animal Care
5. Public Services
   - A. Public Health
   - B. Public Utilities

Social Studies

Primary Cluster Responsibility

1. Transportation
2. Public Service

Partial Cluster Responsibility

1. Envirnment
2. Fine Arts and Humanities
   - A. History and Museum
3. Recreation and Hospitality
   - A. Travel Bureau and Transportation
4. Health
   - A. Mental Health
   - B. Administration of Medical Health Services
   - C. Medical Profession

COMMUNITY RESOURCE GUIDE

During the past three (3) years, teachers have been encouraged to more effectively utilize community resources. This request was met with mixed emotions. Many teachers recognized the value of using community resources but were frustrated because of the difficulty encountered in organizing and conducting the activities. One of the primary reasons given for not using community resources was that the teachers had problems identifying people who were willing to cooperate. The teachers indicated that they had to spend considerable time calling potential resource people before they obtained satisfactory results.

The Community Resource Guide was produced to aid teachers by identifying several community resource personnel in Lexington who indicated they would cooperate with the schools. The guide includes over 300 such resources for teacher use. Several guides have been distributed to each school for faculty reference. It has been suggested that the guides be placed in the school library where faculty can obtain them. Some teachers may not realize that the guides are available to them. It would be extremely helpful if principals would explain how the guides can be obtained and have someone describe how to use the guide. The librarian could probably do an adequate job of explaining how to use the guide.

The guide was prepared for the purpose of helping faculty obtain more meaningful use of community resources as well as to encourage more involvement with the community. That is, community resource experiences should have some planned educational benefits for students. Because of this, several sections have been included to help teachers plan, organize, and utilize community resources. They are "Deciding When to Use Community Resources", "Organizing for Resource People", "Planning for Field Trips", and "Interviewing".

CAREER CLUSTERS

Over 30,000 different occupations are currently listed in the Dictionary of Occupational Titles. This volume makes any systematic analysis or study of career opportunities extremely difficult. In an effort to provide a more manageable system for examining occupational opportunities, the U.S. Office of Education identified 15 "Career Clusters" areas. Each of the 30,000 occupations is associated with one of the 15 career cluster areas. The occupations within a cluster range from professional to unskilled. For example, within the "Construction" cluster, you could find occupations ranging from a civil engineer to a plumber's helper. From an instructional point of view, if a teacher exposes students to a particular cluster, the students should have the opportunity to view many different kinds of occupational opportunities.

The content traditionally assigned to a subject area will usually determine which cluster(s) will be explored. For example, language arts would have a close relationship with the "Communication and Media" cluster, science would be closely related to the "Environment" cluster. All school levels have assumed responsibility for exposing students to certain clusters or portions of clusters. These are shown in detail in the "Organizational Schemes" section of the Principal's Handbook for Implementing Career Education.

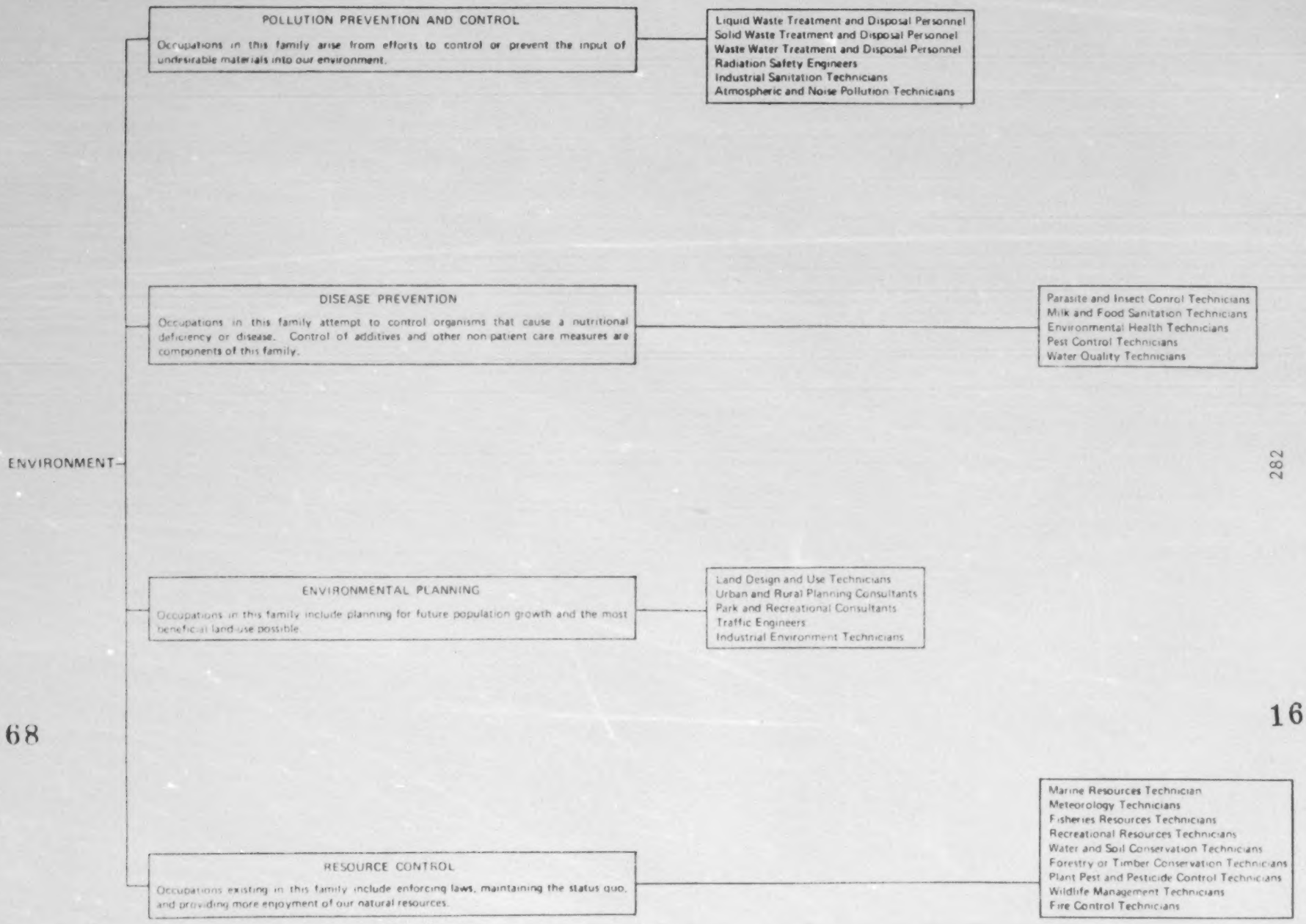
The 15 career clusters which were developed by the U. S. Office of Education are listed below. Also, a more detailed summary of each cluster follows:

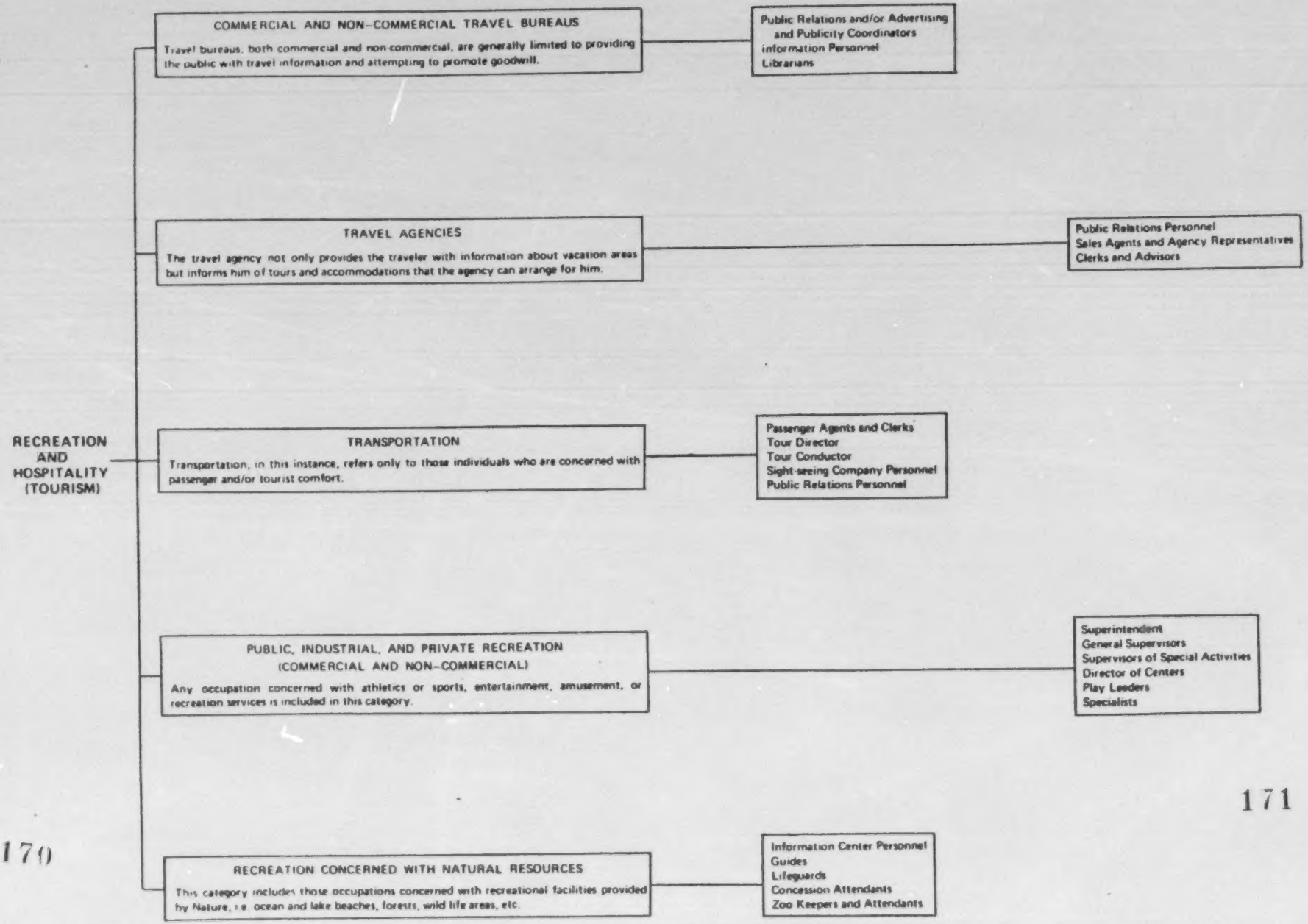
1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media Occupations
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources
8. Marine Science
9. Environmental Control
10. Public Services
11. Health
12. Hospitality and Recreation
13. Personal Services
14. Fine Arts and Humanities
15. Consumer and Homemaking Related

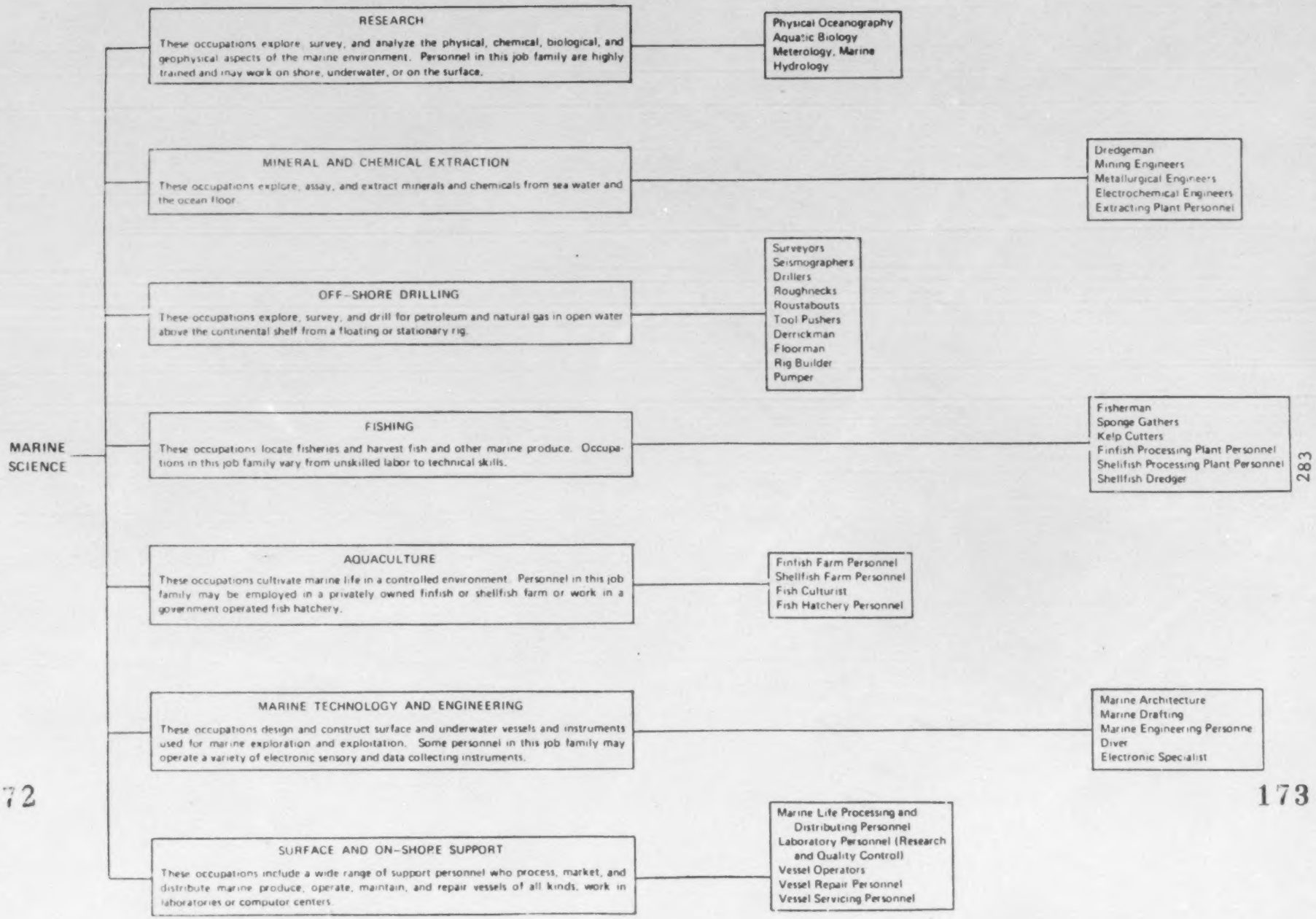
Career Education Concepts

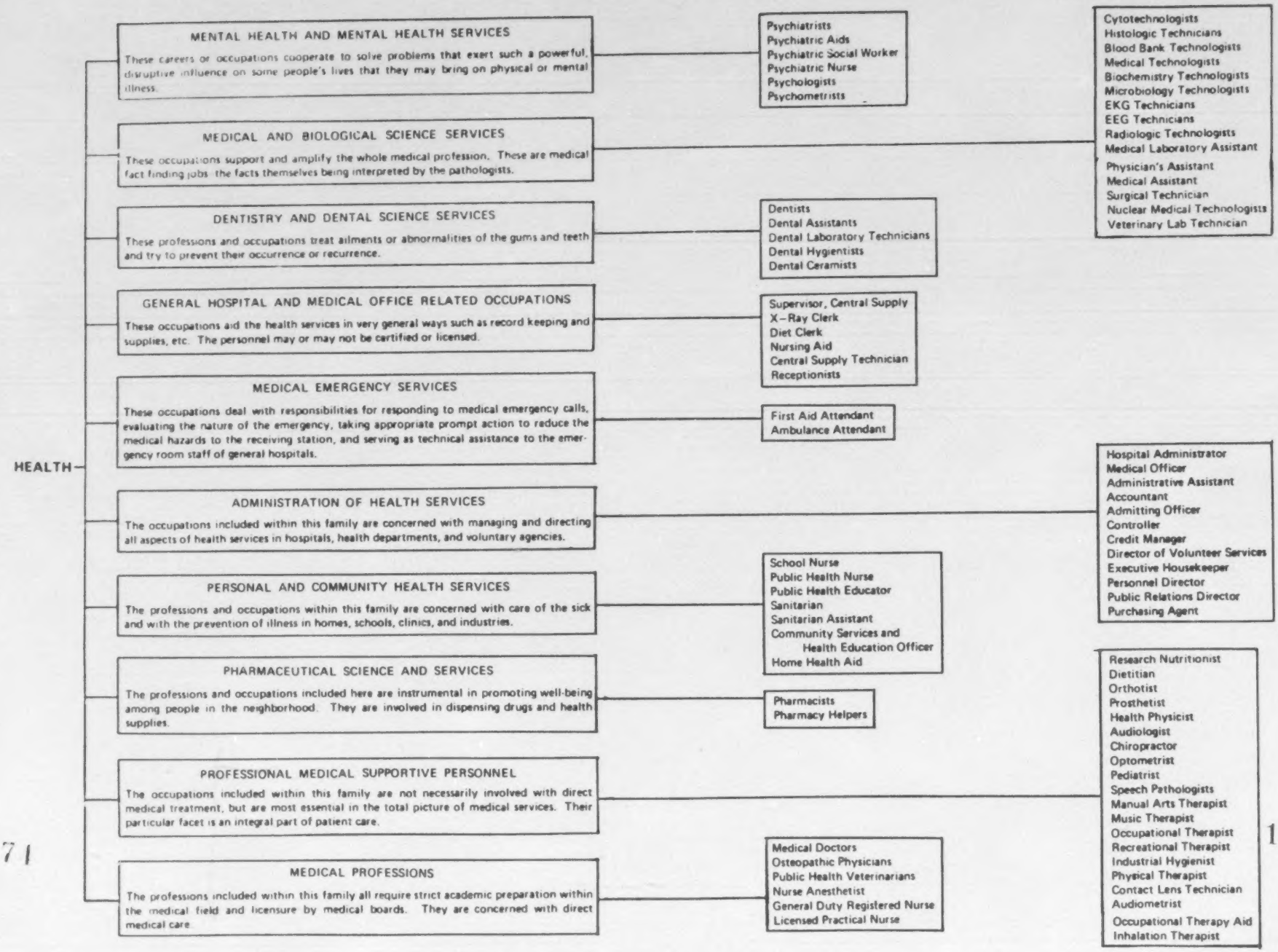
Quite frequently you hear it said that we should relate subject content to some concept of career education. Perhaps these concepts have never been clearly identified so that teachers can do this. Therefore, this list of career education concepts is put down for your information and consideration. Perhaps there are others which aren't here.

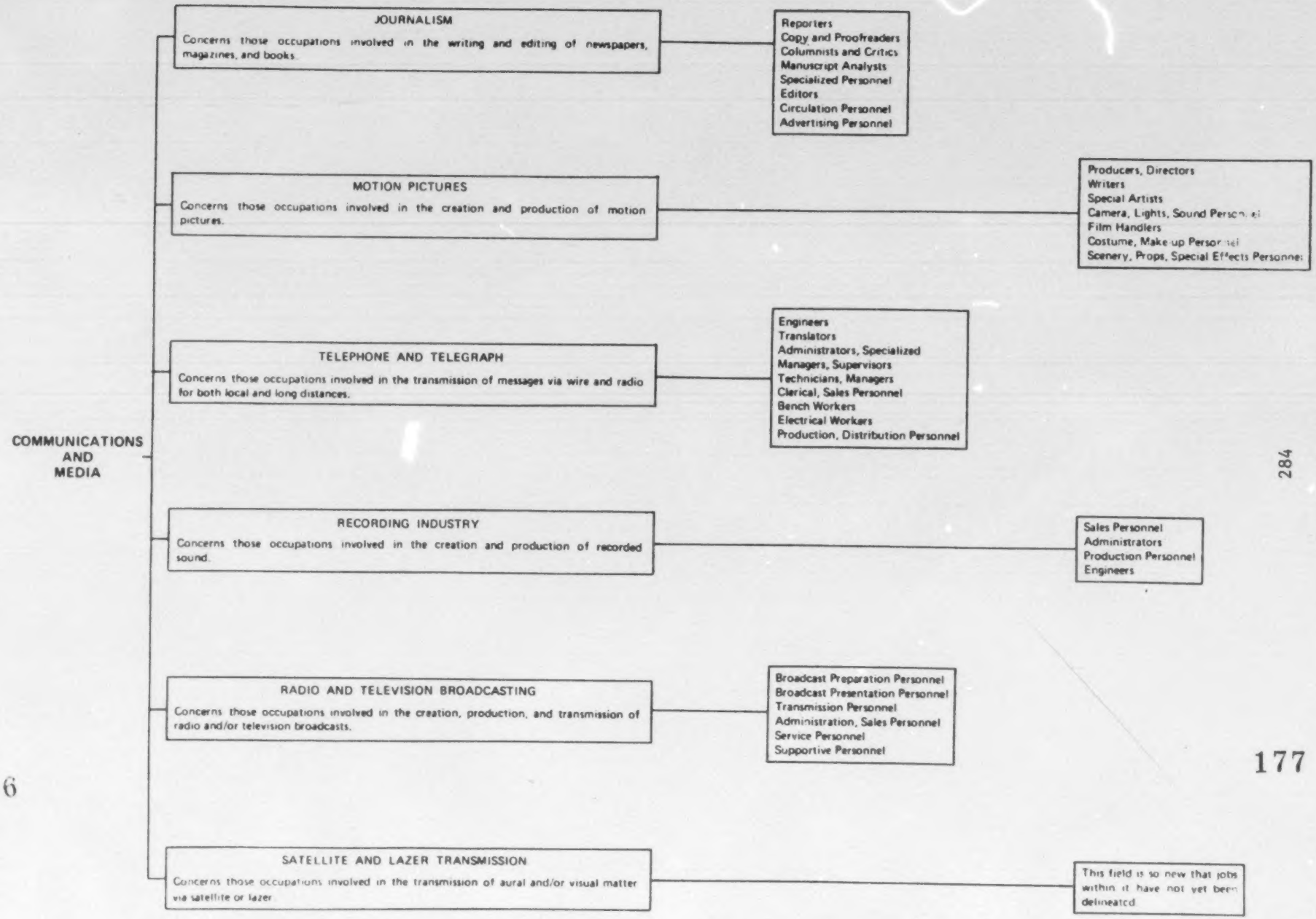
1. There is dignity in work.
2. Education and work are interrelated.
3. Occupations and life-styles are interrelated
4. People work for various rewards or satisfactions.
5. School is part of the preparation for life and work.
6. Workers need some kind of special training for most jobs.
7. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand, or by changing conditions.
8. Basic school skills in the areas of spelling, computation, and communication are necessary for almost all type of jobs.
9. Training is necessary for most jobs: a well-planned school program can provide effective training.
10. Gaining information about many people and many jobs is part of the developmental process of choosing a career.
11. Understanding oneself is an important part of job success.
12. Getting along with people is an important part of job success.
13. There is a relationship between the committment to education and work and available use of leisure time.
14. Information about abilities, aptitudes, and achievement, and acceptance of this information helps individuals.
15. Careers are grouped by job families or clusters.
16. Positions are related within career fields.
17. Exploratory work experience facilitates career decision making.
18. Knowledge and skills in different subjects relate to performance in different work roles.
19. All school subjects should have significance for career exploration.
20. Individuals are responsible for their career planning.
21. Career choice may determine whether one will be employed or unemployed
22. Career choice influences almost every aspect of life.
23. Much of ones total life routine is organized around the work one does.
24. Workers of the future may have to retrain many times during a life time.
25. Individuals differ in their abilities, interests, aptitudes, and values.
26. Technological and sociological changes eliminate and create jobs.
27. Observation of people at work helps improve knowledge about careers.
28. Relating career possibilities to school subject helps improve student motivation.
29. Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.
30. Individuals are attracted to careers due to the relationship of the characterstics of the careers and the life styles of the workers.

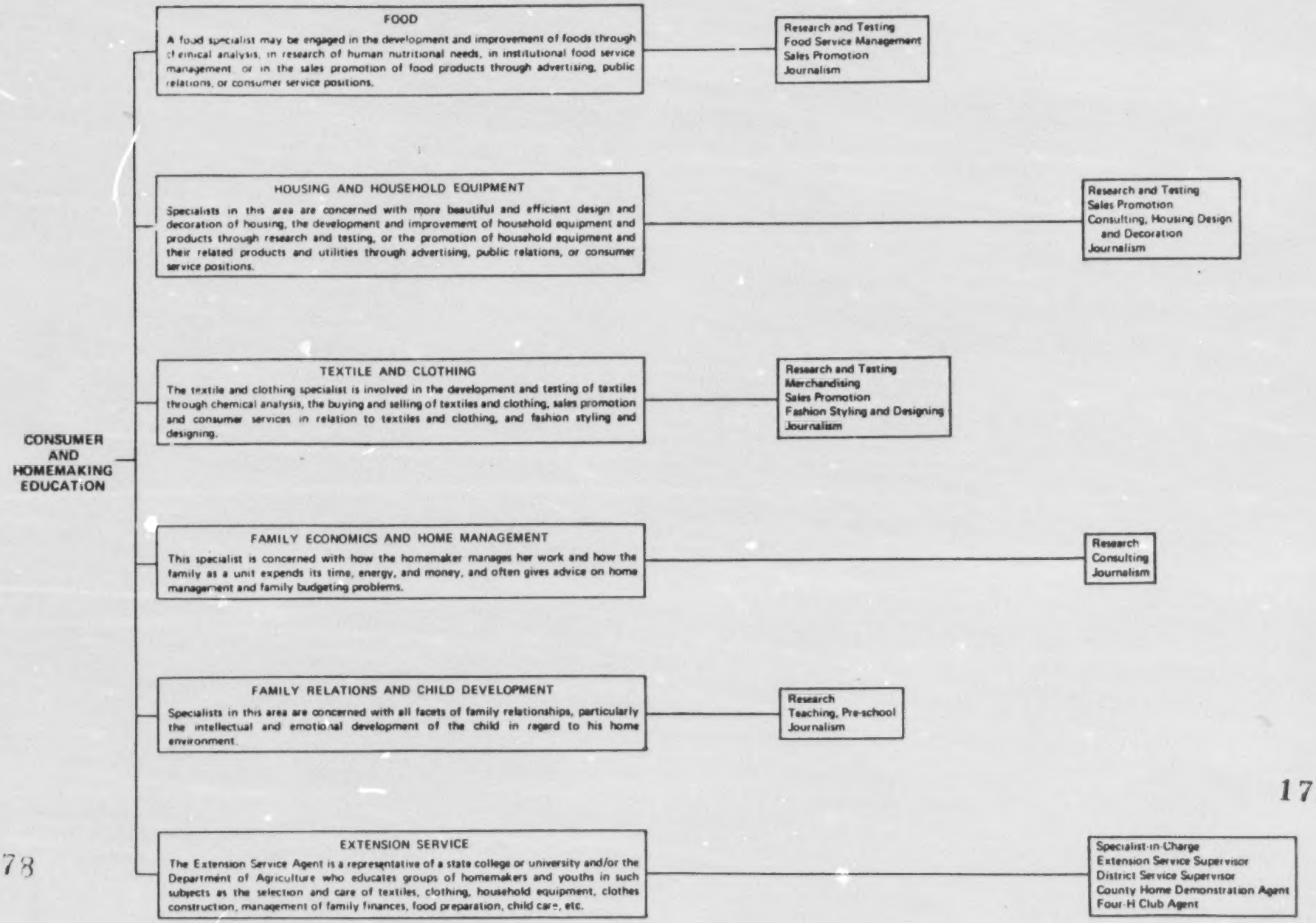

ENVIRONMENT
POLLUTION PREVENTION AND CONTROL
Occupations in this family arise from efforts to control or prevent the input of undesirable materials into our environment.
Liquid Waste Treatment and Disposal Personnel
Solid Waste Treatment and Disposal Personnel
Waste Water Treatment and Disposal Personnel
Radiation Safety Engineers
Industrial Sanitation Technicians
Atmospheric and Noise Pollution Technicians
DISEASE PREVENTION
Occupations in this family attempt to control organisms that cause a nutritional deficiency or disease. Control of additives and other non-patient care measures are components of this family.
Parasite and Insect Conrol Technicians
Milk and Food Sanitation Technicians
Environmental Health Technicians
Pest Control Technicians
Water Quality Technicians
ENVIRONMENTAL PLANNING
Occupations in this family include planning for future population growth and the most beneficial land-use possible.
Land Design and Use Technicians
Urban and Rural Planning Consultants
Park and Recreational Consultants
Traffic Engineers
Industrial Environment Technicians
RESOURCE CONTROL
Occupations existing in this family include enforcing laws, maintaining the status quo, and providing more enjoyment of our natural resources.
Marine Resources Technician
Meteorology Technicians
Fisheries Resources Technicians
Recreational Resources Technicians
Water and Soil Conservation Technicians
Forestry or Timber Conservation Technicians
Plant Pest and Pesticide Control Technicians
Wildlife Management Technicians
Fire Control Technicians

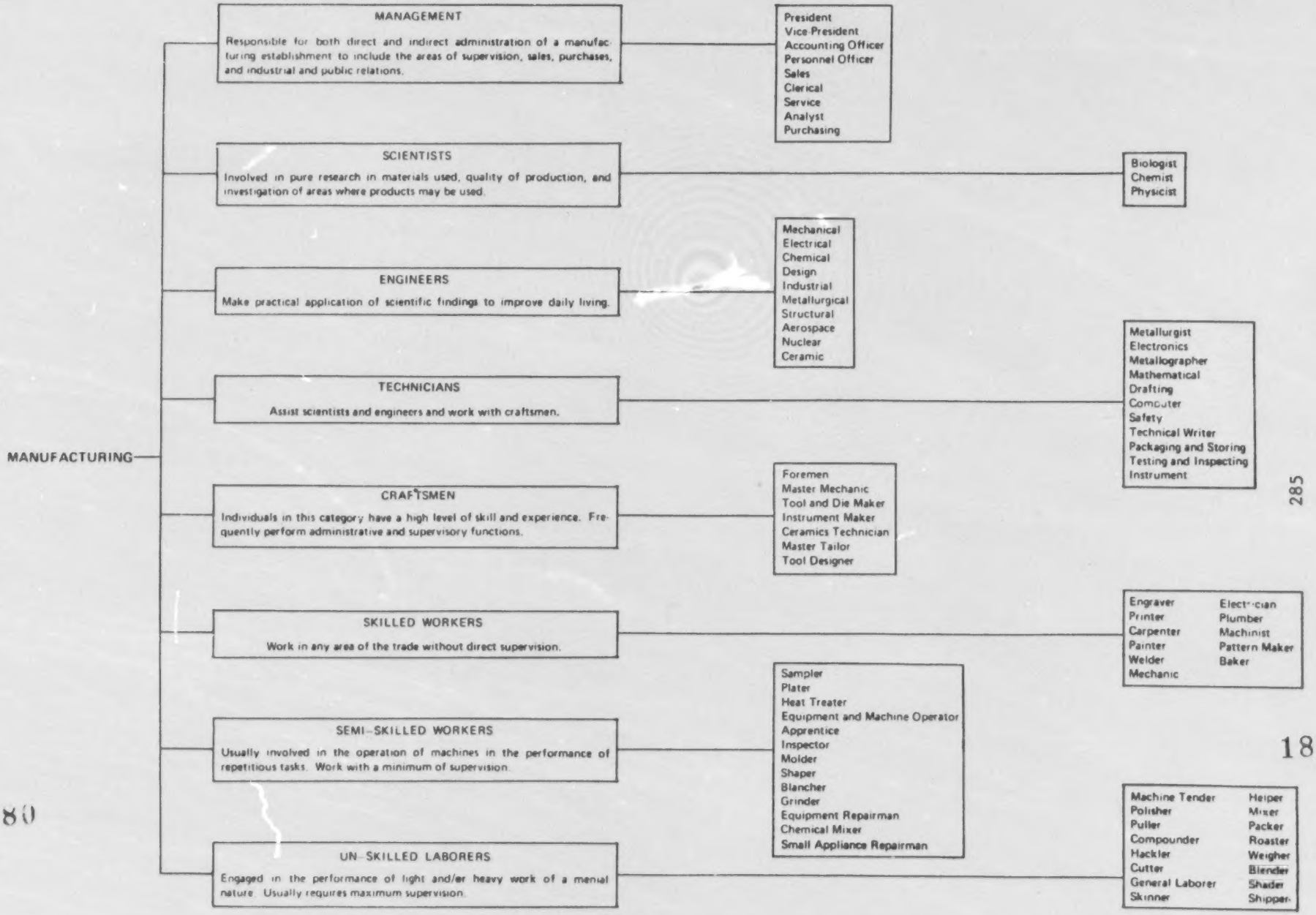

RECREATION AND HOSPITALITY (TOURISM)
COMMERCIAL AND NON-COMMERCIAL TRAVEL BUREAUS
Travel bureaus, both commercial and non-commercial, are generally limited to providing the public with travel information and attempting to promote goodwill.
Public Relations and/or Advertising and Publicity Coordinators
information Personnel
Librarians
TRAVEL AGENCIES
The travel agency not only provides the traveler with information about vacation areas but informs him of tours and accommodations that the agency can arrange for him.
Public Relations Personnel
Sales Agents and Agency Representatives
Clerks and Advisors
TRANSPORTATION
Transportation, in this instance, refers only to those individuals who are concerned with passenger and/or tourist comfort.
Passenger Agents and Clerks
Tour Director
Tour Conductor
Sight-seeing Company Personnel
Public Relations Personnel
PUBLIC, INDUSTRIAL, AND PRIVATE RECREATION (COMMERCIAL AND NON-COMMERCIAL)
Any occupation concerned with athletics or sports, entertainment, amusement, or recreation services is included in this category.
Superintendent
General Supervisors
Supervisors of Special Activities
Director of Centers
Play Leaders
Specialists
RECREATION CONCERNED WITH NATURAL RESOURCES
This category includes those occupations concerned with recreational facilities provided by Nature, i.e. ocean and lake beaches, forests, wild life areas, etc.
Information Center Personnel
Guides
Lifeguards
Concession Attendants
Zoo Keepers and Attendants

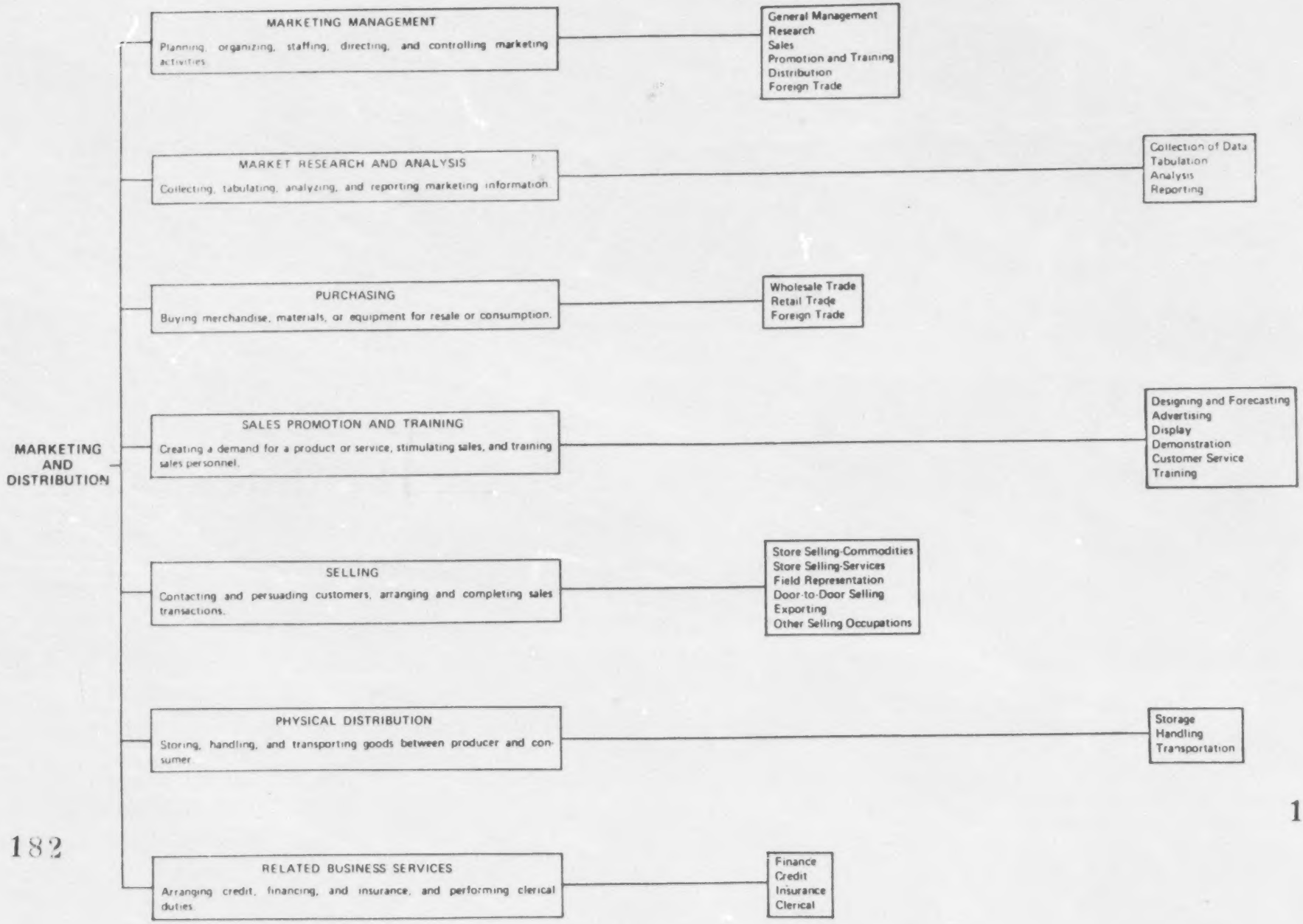

MARINE SCIENCE
RESEARCH
These occupations explore, survey, and analyze the physical, chemical, biological, and geophysical aspects of the marine environment. Personnel in this job family are highly trained and may work on shore, underwater, or on the surface.
Physical Oceanography
Aquatic Biology
Meterology, Marine
Hydrology
MINERAL AND CHEMICAL EXTRACTION
These occupations explore, assay, and extract minerals and chemicals from sea water and the ocean floor.
Dredgeman
Mining Engineers
Metallurgical Engineers
Electrochemical Engineers
Extracting Plant Personnel
OFF-SHORE DRILLING
These occupations explore, survey, and drill for petroleum and natural gas in open water above the continental shelf from a floating or stationary rig.
Surveyors
Seismographers
Drillers
Roughnecks
Roustabouts
Tool Pushers
Derrickman
Floorman
Rig Builder
Pumper
FISHING
These occupations locate fisheries and harvest fish and other marine produce. Occupations in this job family vary from unskilled labor to technical skills.
Fisherman
Sponge Gathers
Kelp Cutters
Finfish Processing Plant Personnel
Shellfish Processing Plant Personnel
Shellfish Dredger
AQUACULTURE
These occupations cultivate marine life in a controlled environment. Personnel in this job family may be employed in a privately owned finfish or shellfish farm or work in a government operated fish hatchery.
Finfish Farm Personnel
Shellfish Farm Personnel
Fish Culturist
Fish Hatchery Personnel
MARINE TECHNOLOGY AND ENGINEERING
These occupations design and construct surface and underwater vessels and instruments used for marine exploration and exploitation. Some personnel in this job family may operate a variety of electronic sensory and data collecting instruments.
Marine Architecture
Marine Drafting
Marine Engineering Personne
Diver
Electronic Specialist
SURFACE AND ON-SHORE SUPPORT
These occupations include a wide range of support personnel who process, market, and distribute marine produce, operate, maintain, and repair vessels of all kinds, work in laboratories or computor centers.
Marine Life Processing and Distributing Personnel
Laboratory Personnel (Research and Quality Control)
Vessel Operators
Vessel Repair Personnel
Vessel Servicing Personnel

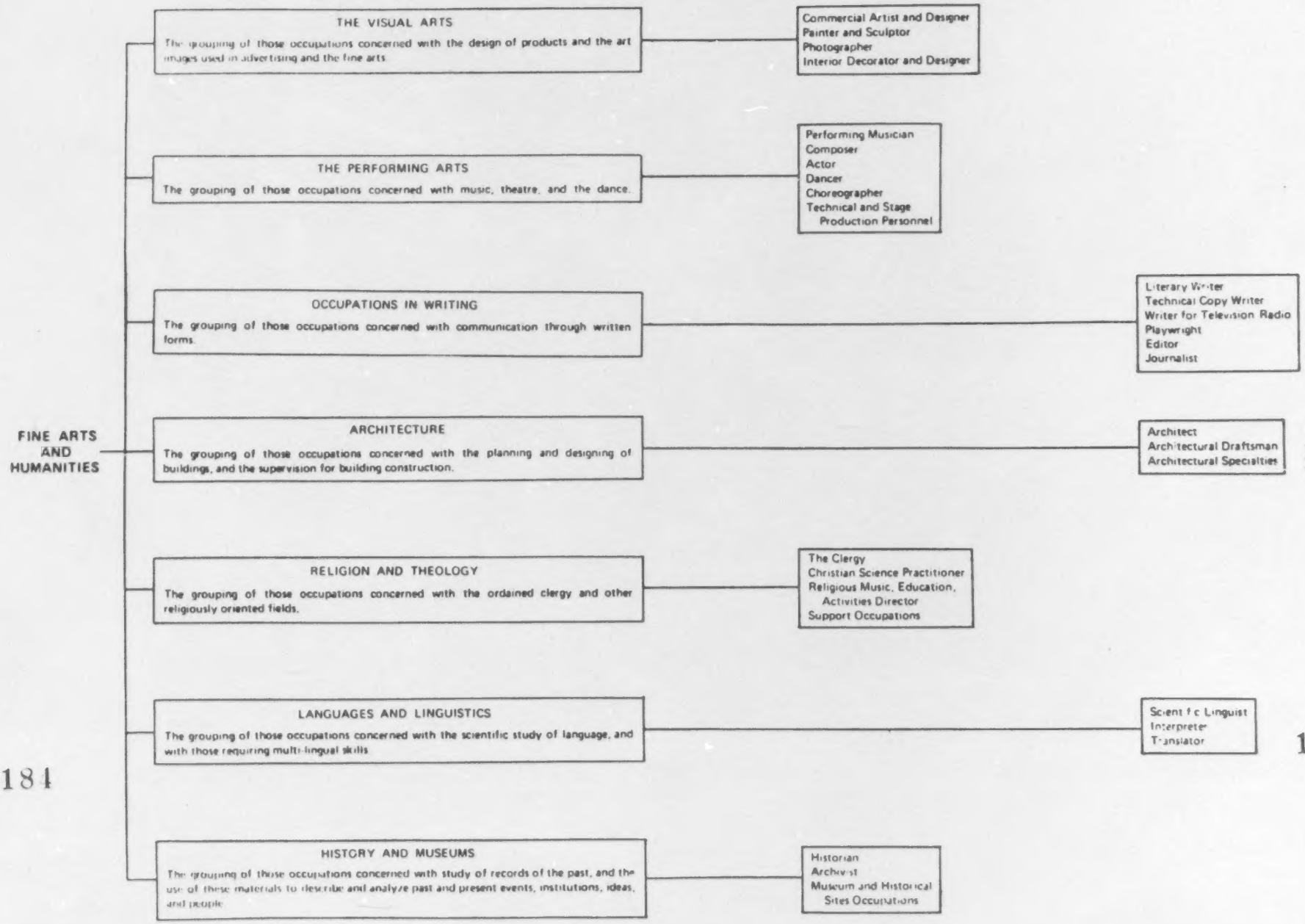

HEALTH
MENTAL HEALTH AND MENTAL HEALTH SERVICES
These careers or occupations cooperate to solve problems that exert such a powerful, disruptive influence on some people's lives that they may bring on physical or mental illness.
Psychiatrists
Psychiatric Aids
Psychiatric Social Worker
Psychiatric Nurse
Psychologists
Psychometrists
MEDICAL AND BIOLOGICAL SCIENCE SERVICES
These occupations support and amplify the whole medical profession. These are medical fact finding jobs the facts themselves being interpreted by the pathologists.
Cytotechnologists
Histologic Technicians
Blood Bank Technologists
Medical Technologists
Biochemistry Technologists
Microbiology Technologists
EKG Technicians
EEG Technicians
Radiologic Technologists
Medical Laboratory Assistant
Physician's Assistant
Medical Assistant
Surgical Technician
Nuclear Medical Technologists
Veterinary Lab Technician
DENTISTRY AND DENTAL SCIENCE SERVICES
These professions and occupations treat ailments or abnormalities of the gums and teeth and try to prevent their occurrence or recurrence.
Dentists
Dental Assistants
Dental Laboratory Technicians
Dental Hygientists
Dental Ceramists
GENERAL HOSPITAL AND MEDICAL OFFICE RELATED OCCUPATIONS
These occupations aid the health services in very general ways such as record keeping and supplies, etc. The personnel may or may not be certified or licensed.
Supervisor, Central Supply
X-Ray Clerk
Diet Clerk
Nursing Aid
Central Supply Technician
Receptionists
MEDICAL EMERGENCY SERVICES
These occupations deal with responsibilities for responding to medical emergency calls, evaluating the nature of the emergency, taking appropriate prompt action to reduce the medical hazards to the receiving station, and serving as technical assistance to the emergency room staff of general hospitals.
First Aid Attendant
Ambulance Attendant
ADMINISTRATION OF HEALTH SERVICES
The occupations included within this family are concerned with managing and directing all aspects of health services in hospitals, health departments, and voluntary agencies.
Hospital Administrator
Medical Officer
Administrative Assistant
Accountant
Admitting Officer
Controller
Credit Manager
Director of Volunteer Services
Executive Housekeeper
Personnel Director
Public Relations Director
Purchasing Agent
PERSONAL AND COMMUNITY HEALTH SERVICES
The professions and occupations within this family are concerned with care of the sick and with the prevention of illness in homes, schools, clinics, and industries.
School Nurse
Public Health Nurse
Public Health Educator
Sanitarian
Sanitarian Assistant
Community Services and Health Education Officer
Home Health Aid
PHARMACEUTICAL SCIENCE AND SERVICES
The professions and occupations included here are instrumental in promoting well-being among people in the neighborhood. They are involved in dispensing drugs and health supplies.
Pharmacists
Pharmacy Helpers
PROFESSIONAL MEDICAL SUPPORTIVE PERSONNEL
The occupations included within this family are not necessarily involved with direct medical treatment, but are most essential in the total picture of medical services. Their particular facet is an integral part of patient care.
Research Nutritionist
Dietitian
Orthotist
Prosthetist
Health Physicist
Audiologist
Chiropractor
Optometrist
Pediatrist
Speech Pathologists
Manual Arts Therapist
Music Therapist
Occupational Therapist
Recreational Therapist
Industrial Hygienist
Physical Therapist
Contact Lens Technician
Audiometrist
Occupational Therapy Aid
Inhalation Therapist
MEDICAL PROFESSIONS
The professions included within this family all require strict academic preparation within the medical field and licensure by medical boards. They are concerned with direct medical care.
Medical Doctors
Osteopathic Physicians
Public Health Veterinarians
Nurse Anesthetist
General Duty Registered Nurse
Licensed Practical Nurse

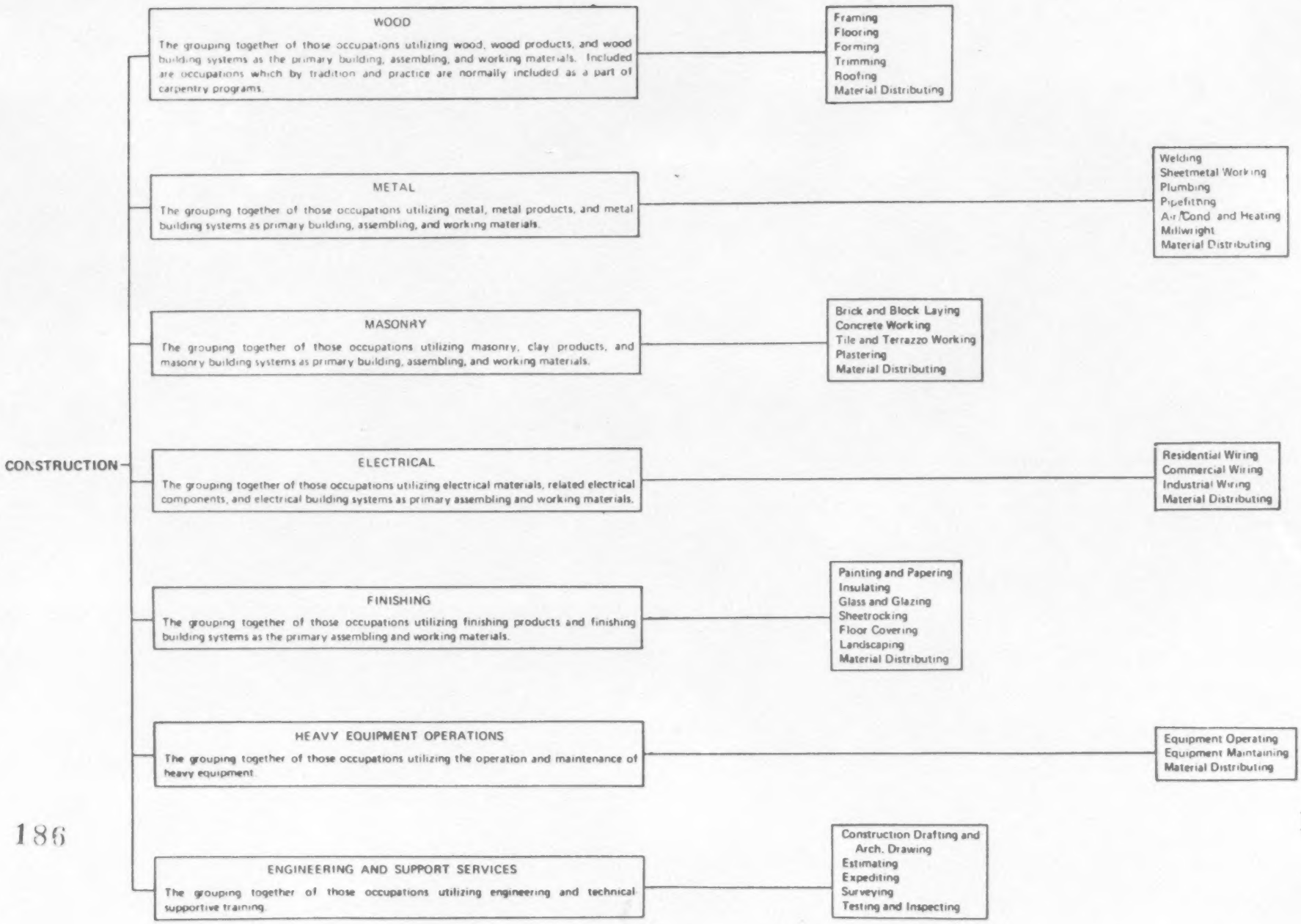

COMMUNICATIONS AND MEDIA
JOURNALISM
Concerns those occupations involved in the writing and editing of newspapers, magazines, and books.
Reporters
Copy and Proofreaders
Columnists and Critics
Manuscript Analysts
Specialized Personnel
Editors
Circulation Personnel
Advertising Personnel
MOTION PICTURES
Concerns those occupations involved in the creation and production of motion pictures.
Producers, Directors
Writers
Special Artists
Camera, Lights, Sound Personnel
Film Handlers
Costume, Make-up Personnel
Scenery, Props, Special Effects Personnel
TELEPHONE AND TELEGRAPH
Concerns those occupations involved in the transmission of messages via wire and radio for both local and long distances.
Engineers
Translators
Administrators, Specialized
Managers, Supervisors
Technicians, Managers
Clerical, Sales Personnel
Bench Workers
Electrical Workers
Production, Distribution Personnel
RECORDING INDUSTRY
Concerns those occupations involved in the creation and production of recorded sound.
Sales Personnel
Administrators
Production Personnel
Engineers
RADIO AND TELEVISION BROADCASTING
Concerns those occupations involved in the creation, production, and transmission of radio and/or television broadcasts.
Broadcast Preparation Personnel
Broadcast Presentation Personnel
Transmission Personnel
Administration, Sales Personnel
Service Personnel
Supportive Personnel
SATELLITE AND LAZER TRANSMISSION
Concerns those occupations involved in the transmission of aural and/or visual matter via satellite or lazer.
This field is so new that jobs within it have not yet been delineated.

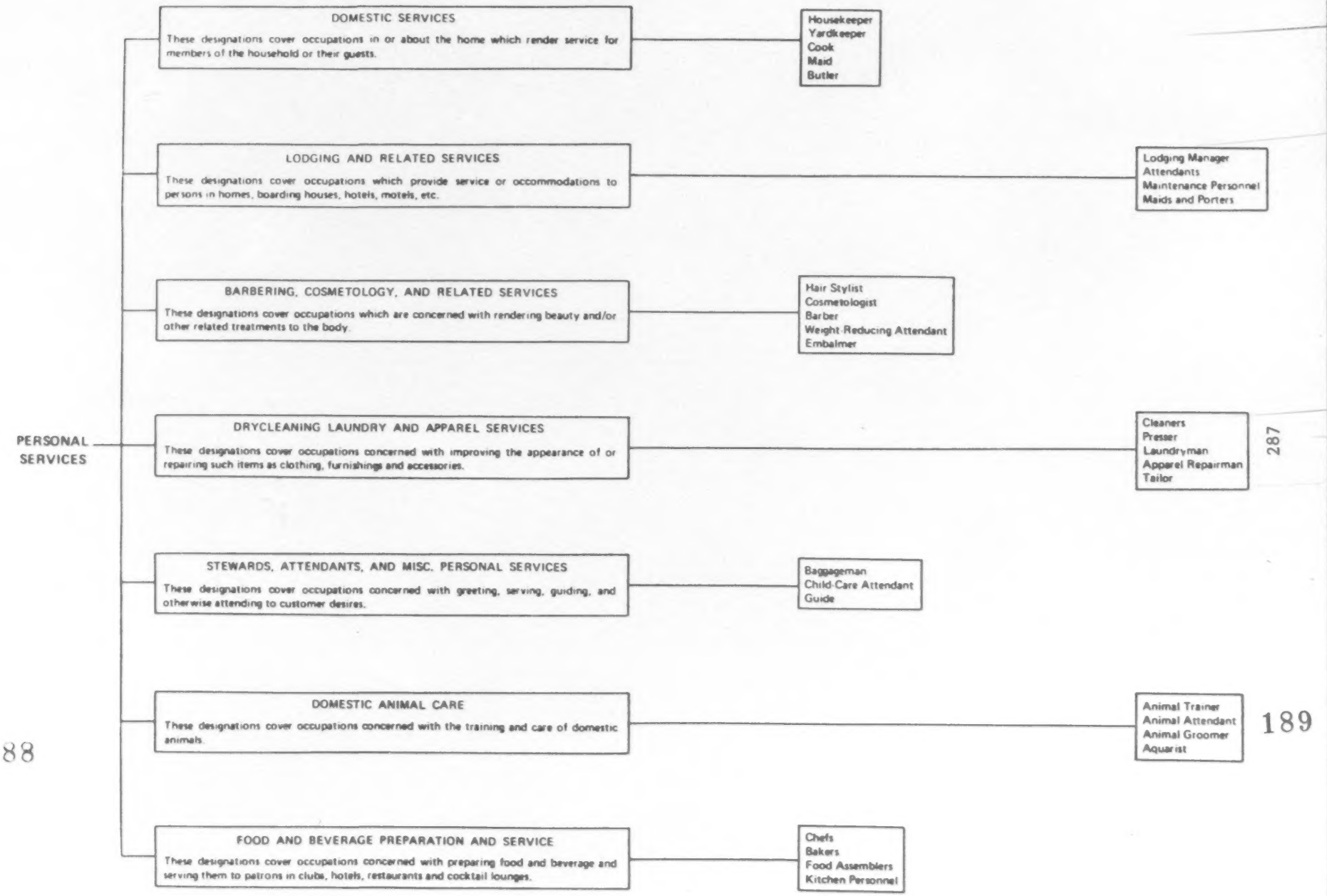

CONSUMER AND HOMEMAKING EDUCATION
FOOD
A food specialist may be engaged in the development and improvement of foods through chemical analysis, in research of human nutritional needs, in institutional food service management, or in the sales promotion of food products through advertising, public relations, or consumer service positions.
Research and Testing
Food Service Management
Sales Promotion
Journalism
HOUSING AND HOUSEHOLD EQUIPMENT
Specialists in this area are concerned with more beautiful and efficient design and decoration of housing, the development and improvement of household equipment and products through research and testing, or the promotion of household equipment and their related products and utilities through advertising, public relations, or consumer service positions.
Research and Testing
Sales Promotion
Consulting, Housing Design and Decoration
Journalism
TEXTILE AND CLOTHING
The textile and clothing specialist is involved in the development and testing of textiles through chemical analysis, the buying and selling of textiles and clothing, sales promotion and consumer services in relation to textiles and clothing, and fashion styling and designing.
Research and Testing
Merchandising
Sales Promotion
Fashion Styling and Designing
Journalism
FAMILY ECONOMICS AND HOME MANAGEMENT
This specialist is concerned with how the homemaker manages her work and how the family as a unit expends its time, energy, and money, and often gives advice on home management and family budgeting problems.
Research
Consulting
Journalism
FAMILY RELATIONS AND CHILD DEVELOPMENT
Specialists in this area are concerned with all facets of family relationships, particularly the intellectual and emotional development of the child in regard to his home environment.
Research
Teaching, Pre-school
Journalism
EXTENSION SERVICE
The Extension Service Agent is a representative of a state college or university and/or the Department of Agriculture who educates groups of homemakers and youths in such subjects as the selection and care of textiles, clothing, household equipment, clothes construction, management of family finances, food preparation, child care, etc.
Specialist-in-Charge
Extension Service Supervisor
District Service Supervisor
County Home Demonstration Agent
Four-H Club Agent

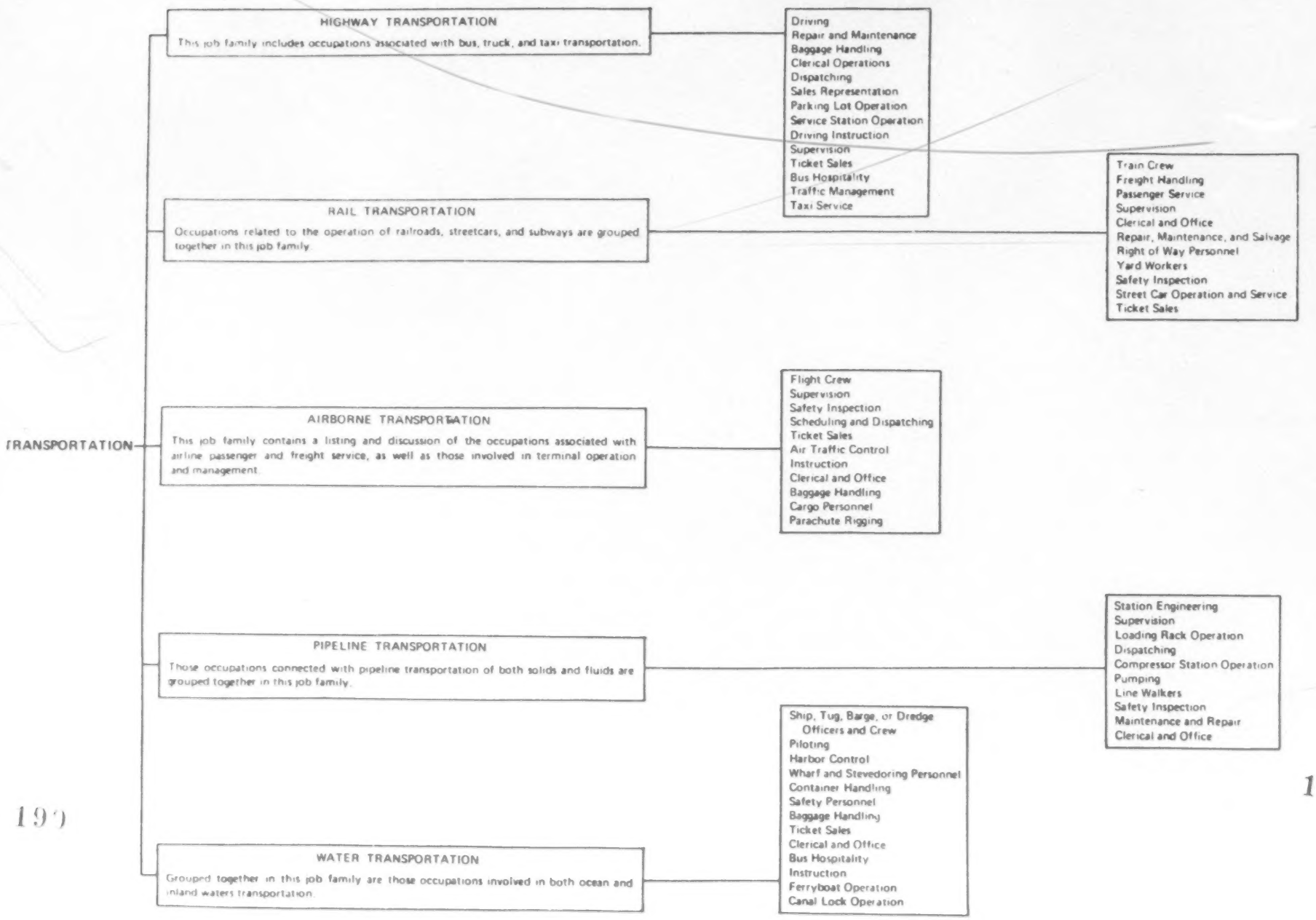

MANUFACTURING
MANAGEMENT
Responsible for both direct and indirect administration of a manufacturing establishment to include the areas of supervision, sales, purchases, and industrial and public relations.
President
Vice-President
Accounting Officer
Personnel Officer
Sales
Clerical
Service
Analyst
Purchasing
SCIENTISTS
Involved in pure research in materials used, quality of production, and investigation of areas where products may be used.
Biologist
Chemist
Physicist
ENGINEERS
Make practical application of scientific findings to improve daily living.
Mechanical
Electrical
Chemical
Design
Industrial
Metallurgical
Structural
Aerospace
Nuclear
Ceramic
TECHNICIANS
Assist scientists and engineers and work with craftsmen.
Metallurgist
Electronics
Metallographer
Mathematical
Drafting
Computer
Safety
Technical Writer
Packaging and Storing
Testing and Inspecting
Instrument
CRAFTSMEN
Individuals in this category have a high level of skill and experience. Frequently perform administrative and supervisory functions.
Foremen
Master Mechanic
Tool and Die Maker
Instrument Maker
Ceramics Technician
Master Tailor
Tool Designer
SKILLED WORKERS
Work in any area of the trade without direct supervision.
Engraver
Printer
Carpenter
Painter
Welder
Mechanic
Electrician
Plumber
Machinist
Pattern Maker
Baker
SEMI-SKILLED WORKERS
Usually involved in the operation of machines in the performance of repetitious tasks. Work with a minimum of supervision.
Sampler
Plater
Heat Treater
Equipment and Machine Operator
Apprentice
Inspector
Molder
Shaper
Blancher
Grinder
Equipment Repairman
Chemical Mixer
Small Appliance Repairman
UN-SKILLED LABORERS
Engaged in the performance of light and/or heavy work of a menial nature. Usually requires maximum supervision.
Machine Tender
Polisher
Puller
Compounder
Hackler
Cutter
General Laborer
Skinner
Helper
Mixer
Packer
Roaster
Weigher
Blender
Shader
Shipper

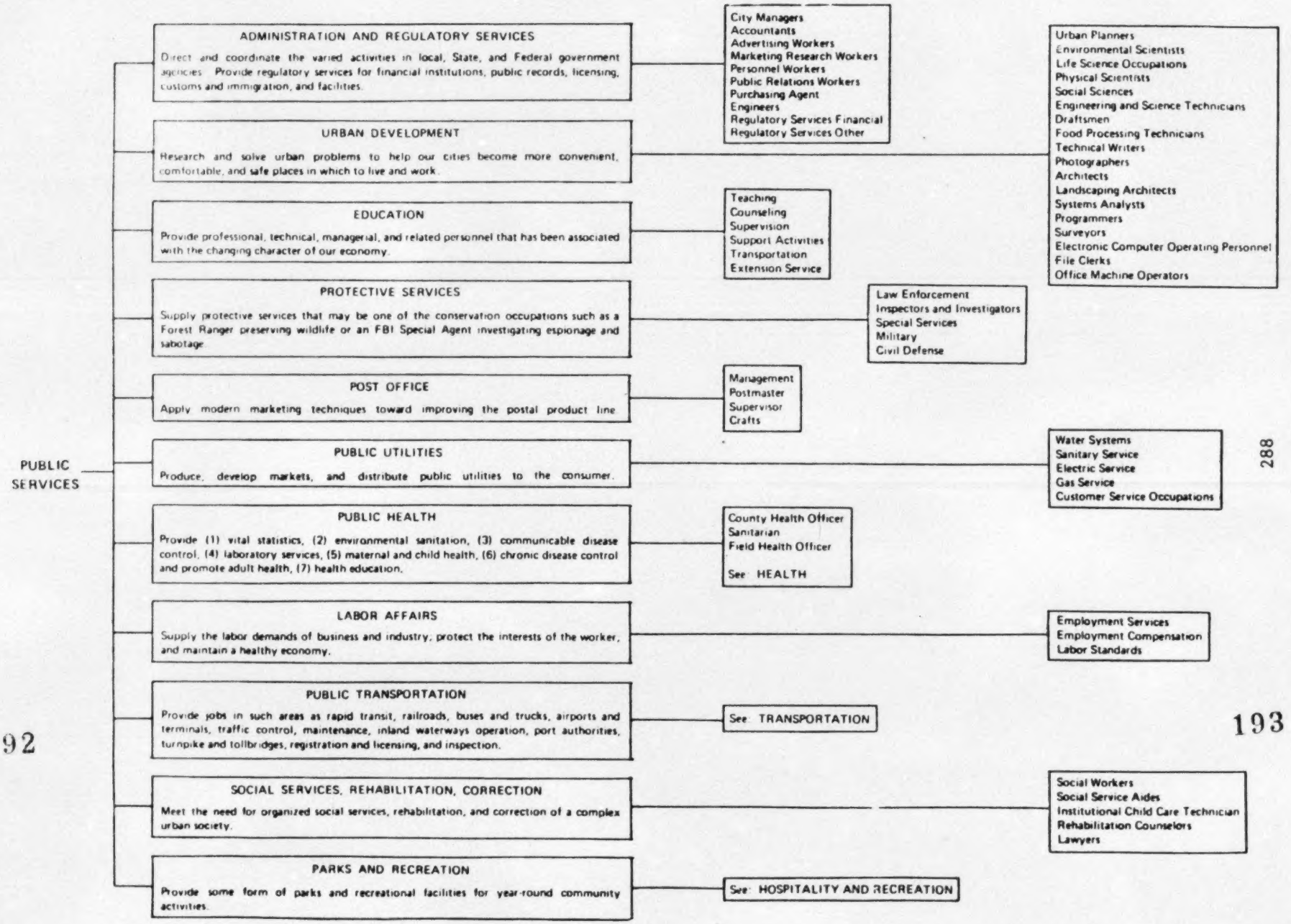

MARKETING AND DISTRIBUTION
MARKETING MANAGEMENT
Planning, organizing, staffing, directing, and controlling marketing activities.
General Management
Research
Sales
Promotion and Training
Distribution
Foreign Trade
MARKET RESEARCH AND ANALYSIS
Collecting, tabulating, analyzing, and reporting marketing information.
Collection of Data
Tabulation
Analysis
Reporting
PURCHASING
Buying merchandise, materials, or equipment for resale or consumption.
Wholesale Trade
Retail Trade
Foreign Trade
SALES PROMOTION AND TRAINING
Creating a demand for a product or service, stimulating sales, and training sales personnel.
Designing and Forecasting
Advertising
Display
Demonstration
Customer Service
Training
SELLING
Contacting and persuading customers, arranging and completing sales transactions.
Store Selling-Commodities
Store Selling-Services
Field Representation
Door-to-Door Selling
Exporting
Other Selling Occupations
PHYSICAL DISTRIBUTION
Storing, handling, and transporting goods between producer and consumer.
Storage
Handling
Transportation
RELATED BUSINESS SERVICES
Arranging credit, financing, and insurance, and performing clerical duties.
Finance
Credit
Insurance
Clerical

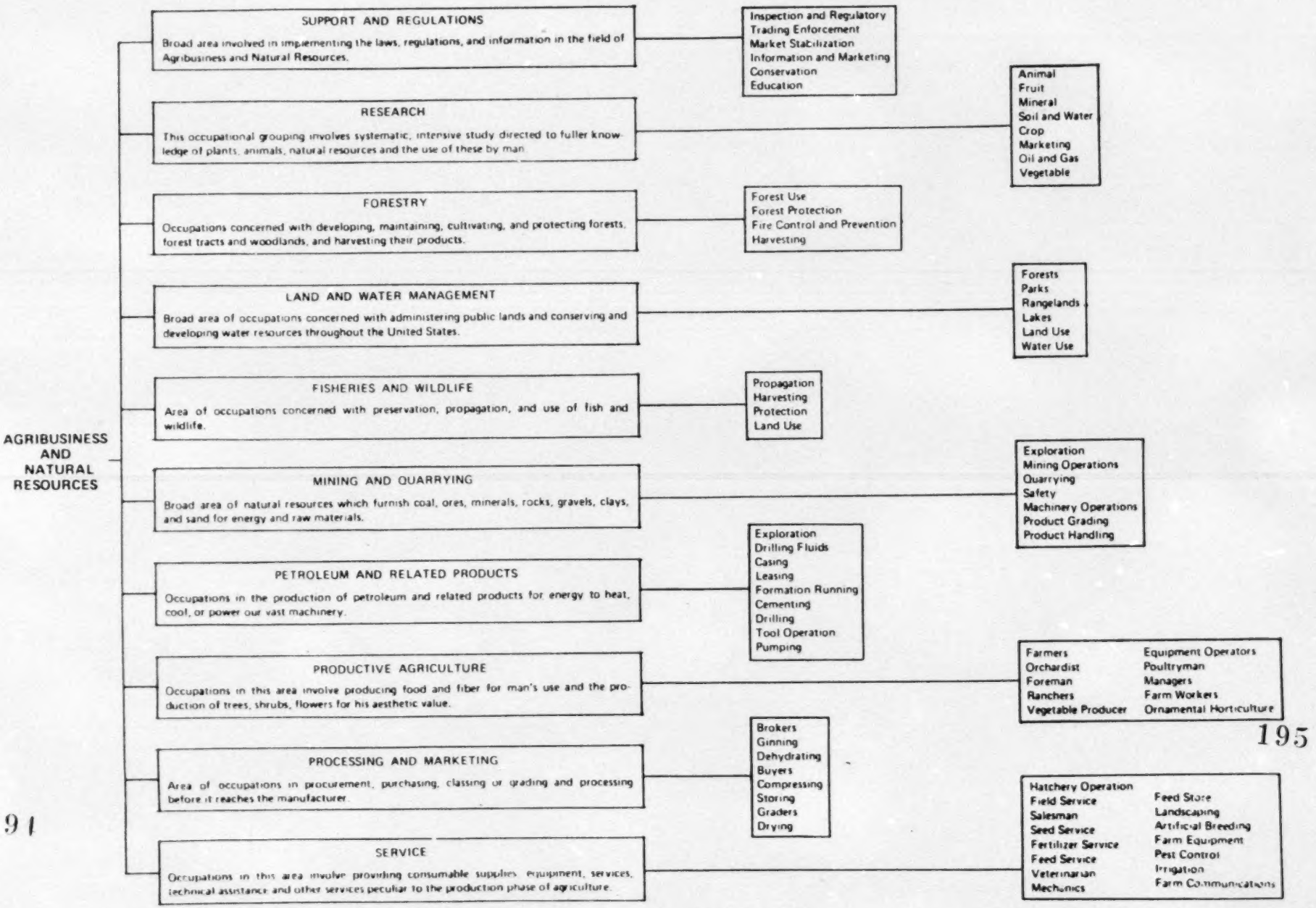

FINE ARTS AND HUMANITIES
THE VISUAL ARTS
The grouping of those occupations concerned with the design of products and the art images used in advertising and the fine arts.
Commercial Artist and Designer
Painter and Sculptor
Photographer
Interior Decorator and Designer
THE PERFORMING ARTS
The grouping of those occupations concerned with music, theatre, and the dance.
Performing Musician
Composer
Actor
Dancer
Choreographer
Technical and Stage Production Personnel
OCCUPATIONS IN WRITING
The grouping of those occupations concerned with communication through written forms.
Literary Writer
Technical Copy Writer
Writer for Television Radio
Playwright
Editor
Journalist
ARCHITECTURE
The grouping of those occupations concerned with the planning and designing of buildings, and the supervision for building construction.
Architect
Architectural Draftsman
Architectural Specialties
RELIGION AND THEOLOGY
The grouping of those occupations concerned with the ordained clergy and other religiously oriented fields.
The Clergy
Christian Science Practitioner
Religious Music, Education, Activities Director
Support Occupations
LANGUAGES AND LINGUISTICS
The grouping of those occupations concerned with the scientific study of language, and with those requiring multi-lingual skills.
Scientific Linguist
Interpreter
Translator
HISTORY AND MUSEUMS
The grouping of those occupations concerned with study of records of the past, and the use of these materials to describe and analyze past and present events, institutions, ideas, and people.
Historian
Archivist
Museum and Historical Sites Occupations

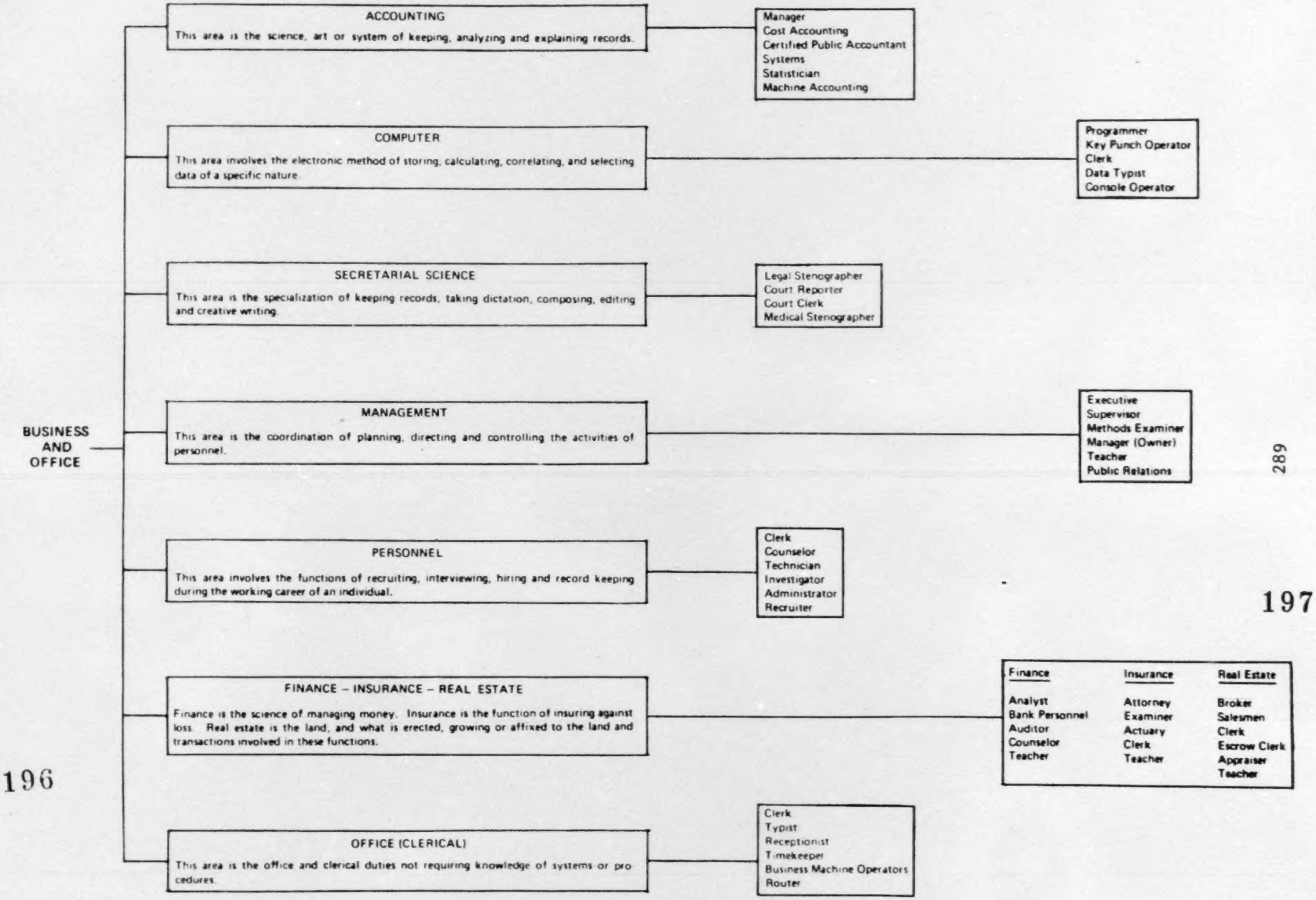

CONSTRUCTION
WOOD
The grouping together of those occupations utilizing wood, wood products, and wood building systems as the primary building, assembling, and working materials. Included are occupations which by tradition and practice are normally included as a part of carpentry programs.
Framing
Flooring
Forming
Trimming
Roofing
Material Distributing
METAL
The grouping together of those occupations utilizing metal, metal products, and metal building systems as primary building, assembling, and working materials.
Welding
Sheetmetal Working
Plumbing
Pipefitting
Air Cond. and Heating
Millwright
Material Distributing
MASONRY
The grouping together of those occupations utilizing masonry, clay products, and masonry building systems as primary building, assembling, and working materials.
Brick and Block Laying
Concrete Working
Tile and Terrazzo Working
Plastering
Material Distributing
ELECTRICAL
The grouping together of those occupations utilizing electrical materials, related electrical components, and electrical building systems as primary assembling and working materials.
Residential Wiring
Commercial Wiring
Industrial Wiring
Material Distributing
FINISHING
The grouping together of those occupations utilizing finishing products and finishing building systems as the primary assembling and working materials.
Painting and Papering
Insulating
Glass and Glazing
Sheetrocking
Floor Covering
Landscaping
Material Distributing
HEAVY EQUIPMENT OPERATIONS
The grouping together of those occupations utilizing the operation and maintenance of heavy equipment.
Equipment Operating
Equipment Maintaining
Material Distributing
ENGINEERING AND SUPPORT SERVICES
The grouping together of those occupations utilizing engineering and technical supportive training.
Construction Drafting and Arch. Drawing
Estimating
Expediting
Surveying
Testing and Inspecting


PERSONAL SERVICES
DOMESTIC SERVICES
These designations cover occupations in or about the home which render service for members of the household or their guests.
Housekeeper
Yardkeeper
Cook
Maid
Butler
LODGING AND RELATED SERVICES
These designations cover occupations which provide service or accommodations to persons in homes, boarding houses, hotels, motels, etc.
Lodging Manager
Attendants
Maintenance Personnel
Maids and Porters
BARBERING, COSMETOLOGY, AND RELATED SERVICES
These designations cover occupations which are concerned with rendering beauty and/or other related treatments to the body.
Hair Stylist
Cosmetologist
Barber
Weight Reducing Attendant
Embalmer
DRYCLEANING LAUNDRY AND APPAREL SERVICES
These designations cover occupations concerned with improving the appearance of or repairing such items as clothing, furnishings and accessories.
Cleaners
Presser
Laundryman
Apparel Repairman
Tailor
287
STEWARDS, ATTENDANTS, AND MISC. PERSONAL SERVICES
These designations cover occupations concerned with greeting, serving, guiding, and otherwise attending to customer desires.
Baggageman
Child-Care Attendant
Guide
DOMESTIC ANIMAL CARE
These designations cover occupations concerned with the training and care of domestic animals.
Animal Trainer
Animal Attendant
Animal Groomer
Aquarist
189
FOOD AND BEVERAGE PREPARATION AND SERVICE
These designations cover occupations concerned with preparing food and beverage and serving them to patrons in clubs, hotels, restaurants and cocktail lounges.
Chefs
Bakers
Food Assemblers
Kitchen Personnel


TRANSPORTATION
HIGHWAY TRANSPORTATION
This job family includes occupations associated with bus, truck, and taxi transportation.
Driving
Repair and Maintenance
Baggage Handling
Clerical Operations
Dispatching
Sales Representation
Parking Lot Operation
Service Station Operation
Driving Instruction
Supervision
Ticket Sales
Bus Hospitality
Traffic Management
Taxi Service
RAIL TRANSPORTATION
Occupations related to the operation of railroads, streetcars, and subways are grouped together in this job family.
Train Crew
Freight Handling
Passenger Service
Supervision
Clerical and Office
Repair, Maintenance, and Salvage
Right of Way Personnel
Yard Workers
Safety Inspection
Street Car Operation and Service
Ticket Sales
AIRBORNE TRANSPORTATION
This job family contains a listing and discussion of the occupations associated with airline passenger and freight service, as well as those involved in terminal operation and management.
Flight Crew
Supervision
Safety Inspection
Scheduling and Dispatching
Ticket Sales
Air Traffic Control
Instruction
Clerical and Office
Baggage Handling
Cargo Personnel
Parachute Rigging
PIPELINE TRANSPORTATION
Those occupations connected with pipeline transportation of both solids and fluids are grouped together in this job family.
Station Engineering
Supervision
Loading Rack Operation
Dispatching
Compressor Station Operation
Pumping
Line Walkers
Safety Inspection
Maintenance and Repair
Clerical and Office
WATER TRANSPORTATION
Grouped together in this job family are those occupations involved in both ocean and inland waters transportation.
Ship, Tug, Barge, or Dredge Officers and Crew
Piloting
Harbor Control
Wharf and Stevedoring Personnel
Container Handling
Safety Personnel
Baggage Handling
Ticket Sales
Clerical and Office
Bus Hospitality
Instruction
Ferryboat Operation
Canal Lock Operation


PUBLIC SERVICES
ADMINISTRATION AND REGULATORY SERVICES
Direct and coordinate the varied activities in local, State, and Federal government agencies. Provide regulatory services for financial institutions, public records, licensing, customs and immigration, and facilities.
City Managers
Accountants
Advertising Workers
Marketing Research Workers
Personnel Workers
Public Relations Workers
Purchasing Agent
Engineers
Regulatory Services Financial
Regulatory Services Other
URBAN DEVELOPMENT
Research and solve urban problems to help our cities become more convenient, comfortable, and safe places in which to live and work.
Urban Planners
Environmental Scientists
Life Science Occupations
Physical Scientists
Social Sciences
Engineering and Science Technicians
Draftsmen
Food Processing Technicians
Technical Writers
Photographers
Architects
Landscaping Architects
Systems Analysts
Programmers
Surveyors
Electronic Computer Operating Personnel
File Clerks
Office Machine Operators
EDUCATION
Provide professional, technical, managerial, and related personnel that has been associated with the changing character of our economy.
Teaching
Counseling
Supervision
Support Activities
Transportation
Extension Service
PROTECTIVE SERVICES
Supply protective services that may be one of the conservation occupations such as a Forest Ranger preserving wildlife or an FBI Special Agent investigating espionage and sabotage.
Law Enforcement
Inspectors and Investigators
Special Services
Military
Civil Defense
POST OFFICE
Apply modern marketing techniques toward improving the postal product line.
Management
Postmaster
Supervisor
Crafts
PUBLIC UTILITIES
Produce, develop markets, and distribute public utilities to the consumer.
Water Systems
Sanitary Service
Electric Service
Gas Service
Customer Service Occupations
PUBLIC HEALTH
Provide (1) vital statistics, (2) environmental sanitation, (3) communicable disease control, (4) laboratory services, (5) maternal and child health, (6) chronic disease control and promote adult health, (7) health education.
County Health Officer
Sanitarian
Field Health Officer
See: HEALTH
LABOR AFFAIRS
Supply the labor demands of business and industry, protect the interests of the worker, and maintain a healthy economy.
Employment Services
Employment Compensation
Labor Standards
PUBLIC TRANSPORTATION
Provide jobs in such areas as rapid transit, railroads, buses and trucks, airports and terminals, traffic control, maintenance, inland waterways operation, port authorities, turnpike and tollbridges, registration and licensing, and inspection.
See: TRANSPORTATION
SOCIAL SERVICES, REHABILITATION, CORRECTION
Meet the need for organized social services, rehabilitation, and correction of a complex urban society.
Social Workers
Social Service Aides
Institutional Child Care Technician
Rehabilitation Counselors
Lawyers
PARKS AND RECREATION
Provide some form of parks and recreational facilities for year-round community activities.
See: HOSPITALITY AND RECREATION


AGRIBUSINESS AND NATURAL RESOURCES
SUPPORT AND REGULATIONS
Broad area involved in implementing the laws, regulations, and information in the field of Agribusiness and Natural Resources.
Inspection and Regulatory
Trading Enforcement
Market Stabilization
Information and Marketing
Conservation
Education
RESEARCH
This occupational grouping involves systematic, intensive study directed to fuller knowledge of plants, animals, natural resources and the use of these by man.
Animal
Fruit
Mineral
Soil and Water
Crop
Marketing
Oil and Gas
Vegetable
FORESTRY
Occupations concerned with developing, maintaining, cultivating, and protecting forests, forest tracts and woodlands, and harvesting their products.
Forest Use
Forest Protection
Fire Control and Prevention
Harvesting
LAND AND WATER MANAGEMENT
Broad area of occupations concerned with administering public lands and conserving and developing water resources throughout the United States.
Forests
Parks
Rangelands
Lakes
Land Use
Water Use
FISHERIES AND WILDLIFE
Area of occupations concerned with preservation, propagation, and use of fish and wildlife.
Propagation
Harvesting
Protection
Land Use
MINING AND QUARRYING
Broad area of natural resources which furnish coal, ores, minerals, rocks, gravels, clays, and sand for energy and raw materials.
Exploration
Mining Operations
Quarrying
Safety
Machinery Operations
Product Grading
Product Handling
PETROLEUM AND RELATED PRODUCTS
Occupations in the production of petroleum and related products for energy to heat, cool, or power our vast machinery.
Exploration
Drilling Fluids
Casing
Leasing
Formation Running
Cementing
Drilling
Tool Operation
Pumping
PRODUCTIVE AGRICULTURE
Occupations in this area involve producing food and fiber for man's use and the production of trees, shrubs, flowers for his aesthetic value.
Farmers
Orchardist
Foreman
Ranchers
Vegetable Producer
Equipment Operators
Poultryman
Managers
Farm Workers
Ornamental Horticulture
PROCESSING AND MARKETING
Area of occupations in procurement, purchasing, classing or grading and processing before it reaches the manufacturer.
Brokers
Ginning
Dehydrating
Buyers
Compressing
Storing
Graders
Drying
SERVICE
Occupations in this area involve providing consumable supplies, equipment, services, technical assistance and other services peculiar to the production phase of agriculture.
Hatchery Operation
Field Service
Salesman
Seed Service
Fertilizer Service
Feed Service
Veterinarian
Mechanics
Feed Store
Landscaping
Artificial Breeding
Farm Equipment
Pest Control
Irrigation
Farm Communications


BUSINESS AND OFFICE
ACCOUNTING
This area is the science, art or system of keeping, analyzing and explaining records.
Manager
Cost Accounting
Certified Public Accountant
Systems
Statistician
Machine Accounting
COMPUTER
This area involves the electronic method of storing, calculating, correlating, and selecting data of a specific nature.
Programmer
Key Punch Operator
Clerk
Data Typist
Console Operator
SECRETARIAL SCIENCE
This area is the specialization of keeping records, taking dictation, composing, editing and creative writing.
Legal Stenographer
Court Reporter
Court Clerk
Medical Stenographer
MANAGEMENT
This area is the coordination of planning, directing and controlling the activities of personnel.
Executive
Supervisor
Methods Examiner
Manager (Owner)
Teacher
Public Relations
PERSONNEL
This area involves the functions of recruiting, interviewing, hiring and record keeping during the working career of an individual.
Clerk
Counselor
Technician
Investigator
Administrator
Recruiter
FINANCE – INSURANCE – REAL ESTATE
Finance is the science of managing money. Insurance is the function of insuring against loss. Real estate is the land, and what is erected, growing or affixed to the land and transactions involved in these functions.
Finance
Analyst
Bank Personnel
Auditor
Counselor
Teacher
Insurance
Attorney
Examiner
Actuary
Clerk
Teacher
Real Estate
Broker
Salesmen
Clerk
Escrow Clerk
Appraiser
Teacher
OFFICE (CLERICAL)
This area is the office and clerical duties not requiring knowledge of systems or procedures.
Clerk
Typist
Receptionist
Timekeeper
Business Machine Operators
Router

CENTRAL OFFICE STAFF RESPONSIBILITIES

Earlier in this handbook, the Career Education responsibilities of principals and teachers were outlined. Below are listed the major responsibilities of the central office staff in support of the teachers and principals.

I. The Department of Instructional Services' responsibilities include:

A. Providing the framework that will give direction as the school system implements career education as approved by the Fayette County Board of Education in accord with H.B. 70.

B. Providing the support system of services as each school develops its Individual School Career Education Plan and as the plans are implemented.

II. The Area Assistant Superintendents' responsibilities include:

A. Receiving, reviewing and approving the Career Education Plan from the schools in their area.

B. Assuring the implementation of the Individual School Career Education Plan within the available resources.